DOCUMENT RESUME

ED 165 149 CS 204 597

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TITLE	Curriculum Guide: Language Arts and Career Education, K-5.
INSTITUTION	Cashmere Consolidated School District, Wash.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	554AH50594
PUB DATE	[76]
GRANT	G007502304
NOTE	413p.; For related documents, see CS 204 598-599; Parts marginally legible due to print quality
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Behavioral Objectives; *Career Education; *Curriculum Guides; Elementary Education; English Instruction; *Language Arts; *Learning Activities; Performance Based Education; Reading Instruction; Student Evaluation

ABSTRACT

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades kindergarten through five synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

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CURRICULUM GUIDE

Language Arts
and Career Education
K-5

Cashmere · Peshastin-Dryden
Career Education Project
Cashmere, Washington

2

CAREER EDUCATION

THE COMPREHENSIVE CURRICULUM

Conducted Under
406 (f) (1) of the Education Amendments of 1974
Pub. L. 93-380 (20 U.S.C. 1865 (f) (1))

Project Number 554 AH 50594
Grant Number G007502304

Conducted in
The Cashmere and Peshastin-Dryden School Districts

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Richard D. Johnson, Superintendent

The project presented or reported herein was preformed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

INTRODUCTION

The on-going curricular activities in the Cashmere and Peshastin-Dryden School Districts have had an increasing emphasis on career education since 1971, when three teachers developed an in-depth program of career awareness activities, which primarily communicated occupational information to ninety fourth grade students.

Involvement in such programs has steadily increased, to the point that all student have, in one form or another, taken part in career-related activities.

Continuation has had significant support from teachers, administrators, school directors and the community at large. Activity guides, developed by local classroom teachers during the 1973-74 school year for K-12 use, proved to be valuable teacher aids. Students were now being exposed to not only occupational information (career awareness), but to information and activities related to the seven other elements of career education (Self Awareness, Educational Awareness, Economic Awareness, Appreciations and Attitudes, Beginning Competency, and Employability Skills). They were also beginning to examine the relationship between such activities and the fifteen occupational clusters, established by USOE.

However, it became increasingly clear that in order to "get it all together", it would be necessary to add scope and sequence, thereby allowing all students equal and developmental exposure to career concepts as they progress through an established, on-going curriculum.

Career education had by this time, been judged an effective educational program by students, school personnel, parents, and members of the business community. Independent evaluative data also corroborated local observations and anecdotal information. If career education were to continue to hold high priority, the next logical step was to infuse it into every discipline area, K-12.

In order to have classroom teachers involved at every step of the infusion process, a three-year time line was developed. Such a plan would allow released time for significant numbers of teachers each year to be a part of the development of a goal-based system, beginning with Language Arts and Social Science the first year, Math, Science and Vocational Education the second year, and completing the process the third year with Foreign Language, Art, Music, Health and Physical Education.

The material presented in this guide has been developed during the first year of the three-year project, which will have as its finished product, a completely revitalized curriculum incorporating the concepts of career education into mainstream curricular activities.

The guide contains the contributions of classroom teachers from two school districts, so the reader may encounter some duplication. However, the complete programs for each district are contained in two separate sections for reader convenience and continuity.

There are seven documents which have been developed during the the 1975-76 school; Language Arts Curriculum Guides, K-5, 6-8 and 9-12; Social Science Curriculum Guides, K-5, 6-8 and 9-12; and a final report that includes evaluation data prepared by a third party evaluator.

All teachers of Language Arts and Social Science, grades 7-12 and a representative from each grade level K-6, from both districts, were involved in a five-day workshop prior to the opening of school in the Fall, and were each allowed eighteen released days throughout the school year for curriculum development activities. Broad program goals were stated for each academic area, followed by the development of course goals for specific course/grade levels. Performance objectives have traditionally followed course goals development. However, this curriculum utilized "indicators" of goal accomplishments, but not to the total exclusion of objectives. Sample activities and resources are included as suggestions for classroom implementation.

Reading is viewed locally as an integral part of the Language Arts program. In fact, because of the integrated teacher methods employed at the elementary level, and particularly in the primary grades, it is difficult to isolate specific subjects. For instance, career education concepts are incorporated into reading; reading skill development takes place during social studies, etc. Program goals have been established for reading. Teachers have begun course goals development, and will continue that process, probably throughout the life of this project. Therefore, the reader may encounter in this working copy, complete reading programs for some grade levels, and incomplete reading programs for other grade levels.

Career education concepts have been infused in various ways, dependent upon implementation methods of individual teachers. The reader may, therefore, find career education goals infused in specific categories, i.e., writing, speaking, history, geography, etc., or as a part of the on-going activities of an entire year's Language Arts or Social Science program.

The underlying purpose of this entire curriculum revision project is to offer students a program of studies that will allow them to examine the relationships that should and does exist between acacemic subject matter and the world of work, emphasizing the roles of people in all aspects of life. Students will, hopefully, come to regard education, not only as the vehicle by which one grows and matures in thought processes and knowledge content, but also will regard it as a useful tool to be utilized in one's career development process.

ACKNOWLEDGMENT

In addition to a myriad of resources which are continually being utilized during this project, it is appropriate to give special recognition to two primary sources which have added to the overall continuity of this program:

1. K-12 Course Goals in Language Arts produced by the Tri-County Goal Development Project, Multnomah County I.E.D., Portland, Oregon, with funding assistance through grants from the Oregon Board of Education, the Office of the Superintendent of Public Instruction, State of Washington, and the U.S. Office of Education, Department of Health, Education, and Welfare, 1973.
2. Developmental Program Goals for the Comprehensive Career Education Model (Preliminary Edition). Produced by the Center for Vocational Education, Ohio State University, Columbus, 1972.

Special appreciation is also expressed for the invaluable assistance provided by personnel from the following agencies:

1. Office of the Superintendent of Public Instruction, Olympia, Washington
    a. Division of Curriculum and Instruction
    b. Division of Vocational-Technical and Adult Education Services, Office of Career Education.
2. Center for Vocational Education, Ohio State University, Columbus, Ohio.

ACKNOWLEDGMENT - Continued

Finally, it is appropriate to give credit to those Cashmere and Peshastin-Dryden faculty members, without whose perserverance and commitment, these guides could not have been produced. It is our feeling that their contributions of time and talent are the unique factors that will make these guides a part of a useable curriculum.

CASHMERE SCHOOL DISTRICT

Bill Behler - Sixth Grade
Judy Cain - Middle School
Doris Rae Collins - Third Grade
Joy Deich - Middle School
Harriet Green - Second Grade
Majorie Jones - First Grade
Marie Kane - Fourth Grade
Kathy Lautensleger - Fifth Grade
Carol Loudon - High School
Vivian Moss - High School
Barbara Schmitten - Kindergarten
Frank Underhill - High School

PESHASTIN-DRYDEN SCHOOL DISTRICT

Elizabeth Crow - Second Grade
Janet Flagel - First Grade
Roberta Foster - Third Grade
Adele Fuhrer - Middle School
Dorothy Rogers - Fourth Grade
Marion Thies - Middle School
Justine Van Belkum - High School
Icyle Zediker - Kindergarten

Final compiling, editing and publishing activities were completed by the Career Education Staff, Cashmere, Peshastin-Dryden Career Education Project, Cashmere, Washington 98815.

CAREER EDUCATION PROGRAM GOALS

1. The student develops appropriate feelings toward self and others. (Appreciations and Attitudes)
2. The student knows himself/herself and develops a personal value system. (Self Awareness)
3. The student is able to use information in determining alternatives and reaching decisions. (Decision Making)
4. The student perceives the relationship between education and life roles. (Educational Awareness)
5. The student acquires knowledge of the wide range of careers. (Career Awareness)
6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment. (Economic Awareness)
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior. (Beginning Competency)
8. The student develops social and communications skills appropriate to career placement and adjustment. (Employability Skills)

The outcomes for each of the eight elements are:

1. Appreciations and Attitudes ---------- Self Social Fulfillment
2. Self Awareness ---------- Self Identity
3. Decision Making ---------- Career Decisions
4. Educational Awareness ---------- Educational Identity
5. Career Awareness ---------- Career Identity
6. Economic Awareness ---------- Economic Understanding
7. Beginning Competency ---------- Employment Skills
8. Employability Skills ---------- Career Placement

PROGRAM GOALS　COURSE GOALS　STUDENT OBJECTIVES

Developed By

Cashmere School District

SELF GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

SELF GOALS

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 2	The student is able to classify experiences of story characters in terms of their emotional effect.	. . . can tell what experiences the characters had and can classify them according to emotional effect. (e.g., happy, sad, frightful, suspenseful).
11	The student values human feelings.	. . . reacts appropriately to situations requiring joy, sorrow, sympathy, etc. . . . allows the teacher and others to comfort him/her when he/she needs it.
11	The student knows what things, behaviors, and ideas he/she values.	. . . can communicate his/her likes and valued things and ideas in art, (painting and drawing) and in oral communication.
11	The student knows that different individuals value different things, behaviors, and ideas to satisfy essentially similar basic needs.	. . . observes others art work on display, listens to others share ideas, and observes the behavior of others.
4, 8, 11	The student values a society in which individuals particupate in making decisions which affect them.	. . . votes on decision making issues (i.e., taking a vote to see what game will be played at P.E. time).
11	The student values the uniqueness of individual human beings.	. . . can describe his/her own features while looking in a mirror and can describe others and make comparisons (e.g., hair and eye color, height, etc.)
11	The student values being responsible to self and others for one's own decisions and actions.	. . . tells another how he/she feels about certin actions rather than reporting what he/she dislikes to the teacher.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
11	The student values imagination.	. . . participates in role play activities and other creative activities.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will become aware of his/her interest in certain toys.	. . . illustrates his/her favorite toy in a drawing.
2	The student will become aware of improvement in his/her performing physical tasks.	learns basic movement skills, gallop, hop, skip, jump, run, etc., on signal and recognizes the improvement throughout the year.
2	The student will recognize differences between his/her behavior at home and school.	. . . answers when his/her mother asks him/her why he/she picks up his/her toys at school, but not at home, he/she often replies, "because my teacher asked me to at school.
2	The student will recognize that roles are learned.	. . . recognizes that the vocabulary used in creative play (housekeeping corner for example) is the same as what his/her mother says at home.
2	The student will become aware of the importance of good habits.	. . . practices the routine of good classroom and health habits at school.
2	The student will become aware of his/her body.	. . . identifies right hand from left, etc.
2	The student will become aware of his/her body in relation to space.	. . . sits or stands in a circle and recognizes when the circle is not round.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will become aware of himself/herself within the context of his/her family structure.	. . . labels a picture of his/her family which he/she has drawn.
2	The student will become aware of his/her feelings.	. . . will hold up a sign showing his/her feelings: happy, sad, etc.
2	The student will become aware of his/her uniqueness.	. . . composes a "Book About Me". Showing family, likes, dislikes, what he/she looks like.
2	The student will become aware of the influence of other people on him/her.	. . . recognizes the concept of "a good example" and strives to follow children who are "good examples".
2	The student will become aware that group membership influences his/her behavior.	. . . tells the difference between school and home behavior,the difference between his/her indoor and outdoor voice, etc.
2	The student will become aware of cultural and religious differences.	. . . recognizes and accepts the difference in other children religious customs, (e.g., some children do not salute the flag, etc.)
2	The student will become aware that he/she possesses unique characteristics.	. . . shares at sharing circle and through art work the things liked about his/her family and himself/herself.
2	The student will convert his/her wants into goals in a playroom setting.	. . . completes a task such as an art project because he/she wants to take the finished product home to share (sometimes the finished product is a toy for him/her to enjoy such as a hand puppet, string of beads, etc.
4	The student will become aware of the experiences he/she has at school.	. . . shares school experiences verbally with his/her parents.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student will become aware of the experiences he/she has outside of school.	. . . will share outside activities verbally at show and tell.
4	The student will become familiar with the purpose of his/her going to school.	. . . recognizes that readiness activities are preparing him/her for first grade and eventually an occupation.
3	The student will become aware of the relationship between his/her goals and making choices.	. . . recognizes that if he/she chooses a different choosing time activity each day for five days, that he/she will receive a star on the good worker's chart.
3	The student will state his/her reason for a choice.	. . . tells why he/she chose a particular learning center at choosing time.
3	The student will become aware that his/her past experiences provide information.	. . . shares past experiences verbally.
3	The student will become aware of the information sources to which he/she is attracted.	. . . identifies specific learning centers including books and listening post. . . . recognizes that his/her teacher and classroom aids are there to help and guide him/her.
3	The student will become aware of the media that interest him/her most.	. . . reacts with enthusiasm (by applauding, smiling, etc.) when media he/she enjoys is presented.
7	The student will identify how behaviors change during work, play, and rest periods.	. . . displays a different behavior at work, play and rest periods.
7	The student will become aware of different relationships he/she has with people in the classroom.	. . . names his/her friends in the classroom and seeks them out during play periods.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will develop skills in self-expression.	The student . . . participates in self-expressive activities such as singing, dancing and coloring.
4	The student will become aware of the appropriateness of social skills.	. . . practices appropriate social skills, such as courtesy.
1	The student will experience satisfaction and receive recognition from others as a result of performing a task successfully.	. . . enjoys showing his/her work to his/her parents and other classroom visitors when it is displayed in the room.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

11 The student values criticism as a means of increasing knowledge of one's weaknesses and strengths.

The student values information received from one's mistakes or from decisions and actions that have yielded unexpected results.

11 The student values consistency between one's values and one's behavior.

11 The student values knowledge of a variety of alternatives and their consequences when solving problems or making decisions.

11 The student values the ability to recognize and solve problems.

2 The student will recognize that role playing is often dependent on others who play complementary roles.

4 The student will become aware that classroom and outside-of-school experiences may be related.

4 The student will understand the social value of selected occupations.

4 The student will become familiar with the relationship between a worker's behavior and job success.

SAMPLE ACTIVITIES

The student observes himself/herself in a full-length mirror and describes himself/herself to the class. He/she includes such features as eye color, hair color, etc. A follow up activity is a self portrait.

The student, at the end of the year, likes to make a "me" book drawing pictures of their likes and dislikes. The teacher helps them label the pictures in their book.

At sharing time, students like to make up stories about themselves. Occasionaly each student is given a chance to share his/her own point of view, such as "If I could have a pony. . . ."

SUGGESTED RESOURCES

Meeks, Ester
Familes Live Together
Follett, 1969

Filmstrips:

F.S 1-39 My Baby Sister Needs
Imperial Film Co.

Me
(They Need Me Series)
My Dog Needs Me
My Friends Need Me
My Mother and Father Need Me

Study Prints:

My Family, My Home
8 prints 15 x 18
Bowmar, 1958

Myself - 8 prints 15 x 18

Other People Around Me
8 prints 15 x 18

PERCEPTION GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student is able to distinguish by sight or feel various forms and textures.	. . . can distinguish between two given antonyms in order to describe an object (e.g., rough, smooth; sharp, blunt; straight, curved.)
8	The student knows that there are many ways to create shapes.	. . . can draw shapes in the air with his/her finger.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can make a circle of children by joining hands.
8	The student is able to distinguish by sign various forms and textures; smooth, rough; sharp, blunt; straight, curved.	. . . can classify objects in pictures according to various forms and textures.
8	The student is able to distinguish among various kinds of movement: coming, going; up, down; even, uneven.	. . . can tell from looking at a picture whether the subject is coming, going, up, down, even, uneven, etc.
8	The student is able to identify sound (other than words).	. . . can, from a group of three choices, circle a picture of the sound source while listening to a record.
8	The student is able to determine the direction of a sound source.	. . . can distinguish between the recorded sound of a train coming and a recorded sound of a train going.
8	The student is able to react appropriately to "signal" sounds.	. . . reacts appropriately to "signal" sounds - (e.g., fire bell, playground bell) . . ., when a small bell rings in the classroom, cleans up after activity time and comes to story circle.
1	The student is able to perform eye-hand coordinations as appropriate.	. . . can cut paper in two without going outside parallel lines. . . . can trace dotted lines to draw a letter or figure.
1	The student is able to follow a target with his/her eyes.	. . . can see a target flashed on a screen and mark what he/she saw in his/her detect workbook.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 7	The student is able to apply the names of the primary, secondary and earth colors appropriately to objects.	. . . can answer "what color is Joe's shirt?" . . . reacts to "Everyone who is wearing green stand up."
1	The student knows the vocabulary necessary for expressing spatial relationships (near, far, high, low).	. . . reacts to "I"ll close my eyes. Tell me where the wast basket is." "Now move it". Now where is it?" "Where is the top of the window?" Etc.
1	The student knows the following positional words: up, down, over, under, infront, behind, left, right before, after, next to, between, first, last, top, bottom, inside, outside, on, in, across.	. . . reacts to "stand next to the chair. Now stand behind it. Now stand in front of it. Stand inside the box. Stank outside the box (next to, on, in). Move your left hand up (down) Put your hand on the top of the box (bottom, inside, over under, between box and chair.
1, 8	The student is able to classify concrete or representational objects as to their color, shape, size, and/or texture.	. . . can put a circle around the red things in this magazine picture. . . . can put the small blocks into a box.
1, 8	The student is able to determine ways objects are alike or different.	. . . can describe the likes and differences between objects in the Detect program. "How are all the pictures alike?" "They are all triangles", etc.
1, 8	The student is able to distinguish left from right and top from bottom.	. . . can put his/her finger on the top of his/her paper when told to do so. . . . can put his/her left foot on the "2" on the directional mat.
1, 8	The student is able to identify and complete missing parts of figures, pictures, or letters.	. . . can complete missing parts of figures, pictures or letters with a crayon or pencil.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 8	The student is able to apply the name of the basic geometric shapes.	. . . can identify by name and shape a triangle, circle, square, rectangle, oval, and hexagon.
1, 2	The student can distinguish differences and similarities of objectis.	. . . can mark the picture that is different . . . can match the ones that are alike.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2	The student will become aware of his/her body in relation to space.	. . ., when given the direction by the teacher, will move the appropriate limb in the appropriate direction - (activity: directional mat.)
2	The student will become aware of himself/herself within the context of his/her family structure.	. . . will lable himself/herself, and other family members in a drawing of his/her family.
2	The student will become aware of his/her uniqueness	. . . will describe his/her own features while looking in a mirror.
7	The student will develop skills in discriminating size, shape, color, and other characteristics.	. . . will discriminate size shape color, thick or thin using a set of attribute shapes in the math center.
7	The student will develop an awareness of relationships such as more than, less than, equal to, and how many.	. . . will describe the relationship between sets of concrete objects.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

8 The student is able to match gross environmental sounds to their sources.

SAMPLE ACTIVITIES

The student can create shapes in many ways. One activity is gluing yarn on paper to form squares, cirles, rectangles, etc.

The student traces around attribute blocks to make shape pictures of houses, people, etc.

At choosing time the student can visit a "feeling box" (a cardboard box covered with paper with a hole in the top large enough for the student's arm. The student reaches in and feels an item, guesses what it is from texture, shape, etc., and checks to see if he/she guessed correctly.

SUGGESTED RESOURCES

Detect - SRA - A Sensory Motor Approach to Visual Discrimination

Sound Sources:

church bells
police siren
door bell
fire truck
ambulance
school bell
telephone
alarm clock

Filmstrip and record combinations:

Sights and Sounds of the Farm
Sights and Sounds of the Pet Shop
Sights and Sounds of the Amusement Park

SPEAKING GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropraite to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
11	The student values self.	The student . . . is able to communicate to others about his/her own experiences, likes and dislikes.
2	The student is able to respond subjectively and honestly to a literary work.	. . . freely discusses a story after it has been read, recalling the characters and the action of the story.
2, 11	The student is able to cope with conflicts by identifying with fictional characters in reading and learning from the fact that they share conflicts, characteristics, attitudes, and needs.	. . . identifies with fictional characters (e.g., "Have you ever felt like that?").
7, 8	The student knows that communication depends upon speaking distinctly with adequate volume for the words to be understood, and that the larger the audience, the more care must be given to articulation.	. . . speaks loudly and clearly enough for his/her classmates to hear. . . . can be understood by all in the classroom.
4, 7	The student knows the difference between "showing" and "telling".	. . . responds by raising his/her hand when the class is asked, "who has something to show today?" or "who has something to talk about?"
4, 7	The student is able to give personal information about himself.	. . . responds to the following questions: 1. What is your name? 2. How old are you? 3. What do you like for breakfast? 4. Do you have any brothers?
1	The student knows the names of the primary, secondary, and earth colors.	. . . can name the colors as they are shown on a card. . . . can take a specified color from his/her crayon box when instructed to do so.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student knows the vocabulary necessary to describe a concrete or representational object: size, shape, color, and texture.	. . . responds to the following words by pointing to an object. large or small; tall or short; fat or thin; rough, smooth; round, triangle, rectangle, square, hexagon.
4,5,7,11	The student values the ability to communicate with accuracy and openness.	. . . can, by the end of the year, participate regularly in share and tell, accurately describing objects being shown.
4, 11	The student values conversation as a social gesture, a way of touching others, an avenue to meaningful dialogue.	. . . can, even a shy child, communicate orally in small group activity.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student will become aware of the experiences he/she has outside of school.	. . . will share experiences verbally at show and tell.
7	The student will develop skills in listening and talking.	. . . can listen quietly, . . . can speak clearly and adequately loud.
7	The student will develop skills in self-expression such as singing, dancing and coloring.	. . . learns how to say the same sentence with excitement, anger, fear, etc. (e.g., "here is the dog.")
8	The student will share information.	. . . takes verbal messages to the office or to other teachers.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

6 The student is able to restate what others in the group have said.

7 The student knows a range of purposes in speaking (e.g., conversation, storytelling, discussion, reporting, giving directions, explaining, dramatization, reading orally).

1, 7, 8 The student knows that nouns have singular and plural forms.

4, 7 The student is able to relate simple experiences or stories.

SAMPLE ACTIVITIES

Each child is given a chance to tell about an object or talk about something to the class. Small children need to be encouraged to talk in sentences, project their voices, and look at their audience.

The students work in small groups for a thirty minute learning center time each day. These centers give each child a chance to verbally communicate with his/her peers.

LISTENING GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

3. The student is able to use information in determining alternatives and reacing decisions.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropirate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OJBECTIVE
		The student
11	The student values humor.	. . . reacts appropriately (with laughter) to a funny story or action.
2, 3	The student values reading as a means of a vicarious experience.	. . . can listen to a story and relate it to his/her own real life experiences. (e.g., after listening to the poem "Over the River and Through the Woods" the student can recall orally his/her own trip to grandmothers, etc.).
2, 3	The student values reading as diversion and relaxation.	. . . enjoys story time as a time of relaxation and entertainment.
2	The student knows that dialogue (what is said) helps to develop characters.	. . . can make up his/her own dialogue for simple stories such as "The Three Little Pigs".
8	The student is able to differentiate between sounds.	. . . identifies familiar sounds while listening with his/her eyes closed.
8	The student is able to determine the direction of a sound source.	. . . can point in the direction of the sound while eyes are closed.
8	The student is able to determine the relative distance to a sound source.	. . . can identify sound in the room. . . . can identify sound out of the room.
8	The student is able to focus attention on the person or group speaking (not interrupting or distracting.)	. . . will listen attentively to the speaker. . . . can repeat the main ideas of the speaker.
8	The student is able to wait for another to finish speaking before responding.	. . . will not respond before the speaker is finished.
8	The student is able to refrain from interrupting a speaker except when necessary.	. . . refrains from interrupting a speaker except when necessary.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student is able to react appropriately to "signal" sounds. (e.g., fire bell, car horns).	. . . turns the page in his/her book when the "beep" sounds on the record. . . . listens for traffic when he/she crosses the street.
8	The student is able to listen for names in conversation.	. . . responds appropriately when a name (his/her or another) is mentioned in conversations. "Look at how nicely Sally is sitting at story circle." Sally is observed and her example followed.
8	The student is able to relate selected parts of what he/she hears to his/her current needs or interests.	. . . responds to 1) "would the people who ride a bus please stand." 2) "would the students who are not finished with the color page please stand."
8	The student is able to follow oral directions (e.g., for playing games, marking worksheets, drawing pictures).	. . . can follow directions and put them to use in classroom activity: "Mark the picture in each row that is different."
7, 8	The student is able to respond appropriately to speakers, ask questions, make contributions).	. . . shows respect for those who are speaking. . . . listens quietly and attentively.
8	The student is able to maintain an attention span that will allow understanding of stories and ideas told to him/her.	. . . stays seated, watches pictures shown, does not talk to his/her neighbor during the story.
2, 3	The student values children's literature for its diversity, its imaginativeness, and the delight it gives to readers of every age.	. . . chooses stories at listening center for a choosing time activity. . . . listens quietly while following the the pictures rather than talking.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
3	The student will become aware of the information source to which he/she is attracted.	. . . looks at picture books which the teacher has selected pertaining to a specific unit of study - the farm, transportation, etc.
3	The student will become aware of the media that interest him/her most.	. . . choses the actvities at choosing time that interests him/her.
7	The student will develop skills in listening and talking.	. . . practices listening and talking skills at show and tell.
8	The student will be able to follow directions.	. . . follows oral directions to complete an activity.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

11	The student values empathy and behaviour which demonstrates it.
8	The student is able to respond appropriately to words that stimulate awareness of senses: rhyme, onomatopoeia, etc.
7, 8	The student is able to respond to storytelling or oral reading by comment or questions, or by such responses as imaginative writing, drawing, painting, puppetry, etc.
8	The student knows that listening skills are vital to safety, accuracy, effiency, and effectiveness in the world of work.
4, 11	The student knows that communication skills are necessary in all careers.

LISTENING GOALS

SAMPLE ACTIVITIES

Each day at choosing time the student may listen to stories at the listening center as they follow the picutres in their book.

At show and tell the student learns to listen quietly while another shares. He/she may raise his/her hand to ask a question. Some times sharing is a guessing game and the students guess by listening to the clues.

SUGGESTED RESOURCES

(Listening Time Stories)

Looking and Listening - McGraw Hill
Shari Lewis and Jaquelyn Reinach

Talking Storybook Series

First Talking Storybook Box
Scott Foresman

WRITING GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that manuscript letters are formed separately by using straight lines and circles in a top to bottom progressions.	. . . uses straight lines and circles when writing manuscript letters.
7	The student is able to write upper and lower case letters in manuscript form.	. . . can adequately write his/her name in manuscript form.
7	The student is able to copy simple forms.	. . . can demonstrate on paper his/her ability to copy forms such as circles and squares.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to manipulate primary writing tools and art equipment.	. . . can write his/her name with a pencil. . . . can cut out objects with scissors following lines well enough so that the basic shape is not lost.
1	The student is able to copy letter forms.	. . . can copy the letters O, B, S, T, and A.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student will become aware that reading, writing, and numbers are useful in occupations.	. . . observe the duties of the school personnel - secretary, principal, teachers, etc., and learn that writing letters, notes, etc. is part of their job.
7	The student will use simple tools.	. . . uses pencils, crayons and chalk to write and draw in the classroom.
7	The student will become aware that skills are needed to use tools and materials.	. . . practice the correct way of holding their pencils and crayons.
7	The student will develop physical coordination necessary for participation in classroom activities.	. . . outlines his/her color pages and learns to control his/her crayons steady enough to stay in the lines. . . . practices writing the letters of his/her name with a pencil until his/her circles and lines are composed of circles and straight lines.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

7 The student knows that body position, paper position, and pencil position affect legibility.

7 The student is able to improve legibility through appropriate paper, pencil and body position.

SAMPLE ACTIVITIES

Students first learn to write their first name and eventually their last. Each student learns to label his/her papers, art work, etc. with his/her name.

Color words are written in a book entitled "My Color Book". The students write a color word (the teacher demonstrates on the board) and makes a picture of something that color on the page.

The students learn that what they say can be recorded in writing. The student dictates his/her story about the farm, etc., to the teacher or a helper. A picture accompanies each story and they are displayed in the room.

DRAMA GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

2. The student responds to language in subjective, analytic, and evaluative ways.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropraite feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student knows that a character acts to get what he/she wants in a story.	The student . . . responds to "Why did she/he do that?"
10	The student is able to adapt body movements to changes in sounds or music.	. . . can, while listening to rhythmic music, adapt the speed and mood of his/her body movements.
8	The student is able to distinguish among various kinds of movement: coming, going: up, down:	. . . can perform the various kinds of movement at command.
10, 11	The student values nonverbal communication	. . . participates in playing charades, as the actor and the person guessing the action. (e.g., raises ones hand for a turn to speak.)

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will recognize that role playing is often dependent on others who play complementary roles.	The student . . . participates in dramatic activities involving several characters.
2	The student will become aware of his/her body.	. . . explains the various ways his/her body can move.
2	The student will become aware of his/her body in relation to space.	. . . learns games which adjust the space his/her body occupies - vary tall, very small, etc.
2	The student will become aware that he/she possesses unique characteristics.	. . . uses his/her own personality traits in the portrayal of dramatic characters.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will identify how behaviors change during work, play, and rest periods.	The student . . . can tell the teacher when asked the appropriate degree of activity and sound appropriate to verious activities. (e.g., "outdoor voices" for recess, soft visiting for work period, no talking at rest time.)
7	The student will develop skills in listening and talking.	. . . at sharing circle, will not talk while others are sharing. . . . waits until his/her turn to talk. . . . raises his/her hand to ask a question.
7	The student will develop skills in self-expression.	. . . particpates in singing, dancing and coloring.
8	The student will perform in individual or group settings.	. . . works alone or performs in a group without being distracted by others around him /her
8	The student will become aware of attitudes and habits that contribute to the consistent performance of tasks.	. . . learns that adequate time is provided to complete classroom tasks provided that he/she makes good use of the time given.
8	The student will be able to follow directions.	. . . performs tasks satisfactorily according to oral directions.
8	The student will become aware of the appropriateness of social skills.	. . . responds to the reaction of acceptance or rejection of the teacher and peers of his/her behavior.
1	The student will become aware of the importance of completing a task.	. . . recognizes the rewards given on completion of a task successfully (e.g., a star on a good color page) a complement, etc.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1	The student will recognize that individual task performance is a part of effective group membership.	. . . shows pride as he/she remembers his/her lines for a play and when to say them.
1	The student will experience satisfaction and receive recognition from others as a result of performing a task successfully.	. . . receives compliments from his/her parents and other members of the audience after performing a play for parents.
1	The student will become aware of differences in others.	. . . identifies the differences between the same character in a play when played by first one student and then another.
1	The student will respect the feelings of others.	. . . can give compliments to his/her peers when he/she likes something. . . . does not make unkind remarks when he/she doesn't like something.
1	The student will become aware of the rights of others.	. . . recognizes that everyone deserves a part in a program, etc.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

7, 10 The student is able to engage in creative dramatic play based on stories read or heard.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
The students memorize quickly and enjoy putting on plays. Most any student's story can be re-written in dramatic form by the teacher. The students deliver the lines using their own words and interpretations. The students are given a chance to play in the puppet center at choosing time. After hearing a story, students can put together a puppet play retelling the story in their own way. Students can dance their interpretation of music or a story. Rag dolls, animals, walking on the beach, etc., are good subjects for creative dance.	Dance A Story RCA Anne Lief Barline (records or cassete) Peabody Language Development Kit Level 1

READING READINESS
GOALS

Kindergarten

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation ans listening.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

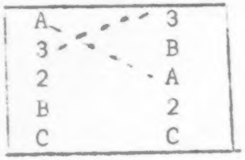
2. The student knows himeslf/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to use gross and fine motor skills appropriately.	The student . . . can hop in progression from one letter or number to another. . . . can trace shapes and letters with his finger. . . . can color within the lines.
1	The student is able to visually progress from left to right and from top to bottom.	. . . follows the pointer with his/her eyes while the teacher reads chart stories or material on blackboard.
1	The student is able to order objects or characters according to their appearance in a story.	. . . can respond to "Here are four pictures of character's in the story I read (Red, Wolf, Grandma, Woodsman) - Hold up the picture of the first one mentioned in the story".
1	The student is able to make predictions of story outcomes from simple picture sequences.	. . . can put the sequence in order for a puzzle which tells a story.
8	The student is able to recognize the rhyming sounds in words, phrases, and verses.	. . . can, after hearing a line, name the rhyming words. . . . raises his/her hand when he/she hears a word that rhymes with the sample word given.
1, 8	The student is able to associate initial consonant sounds with their graphemes.	. . . can put a circle around the word that begins with the same sound as "serpent".
1, 8	The student visually is able to progress from left to right and from top to bottom.	. . . can follow workbook pictures with his/her finger and eyes in progress from left to right and top to bottom.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 7	The student knows the capital and lower case letters.	. . . can point to the "X", etc.
1	The student is able to distinguish between the capital and the lower case letters.	. . . can put his/her foot on the appropriate form on the ABC mat (e.g., put your right foot on capital "B" - Now move your left foot on the "small b".)
1, 8	The student is able to match simple objects by color, form, and size.	. . . can arrange objects in columns and match with connecting lines.
1	The student knows that a book has a conventional organization which requires it to be held right side up and used from front cover to back.	. . . responds to "Pretend you are an adult reading this book, show me how you would do it.
5	The student can match letter and number forms.	. . . can, with pencil and paper, match letter and number forms. 
8	The student is able to recall color or picture sequence from membory.	. . ., after being shown a series of three pictures or colors, can recall which one was first, middle or last.
8	The student is able to recall objects from memory.	. . . responds to "What did I just put in the box? Raise your hand when I say the right answer."

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1	The student is able to use illustrations in a story to give additional meaning to the test.	. . . can answer questions about the story by looking at the pictures.
8	The student is able to follow simple verbal directions telling him/her to execute a prescribed sequence of actions.	. . . gets his/her crayons and scissors and sit down at the work tables when directed to do so.
8, 7	The student is able to imitate common sounds from his/her environment.	. . . can imitate animal sounds
8	The student is able to complete, repeat, or reproduce from memory a pattern or configuration.	. . . can draw the figure that was first shown. (e.g., square, circle, etc.)
8	The student is able to distinguish between capital and lower case letters.	. . . can point to the small "t".
1, 2	The student is able to distinguish a work of nonfiction.	. . . can share in discussion whether a story (or could be) was true or make believe. . . . can distinguish between fact and fiction in a sentence. (e.g., the sun is yellow. The sun is blue.)
1, 2	The student is able to classify positional relationships between concrete objects (up, down, over, under, beside, etc.)	. . . demonstrates positional relationships with his/her body. (e.g., crawl under the table. Stand beside the chair.)
1, 2	The student is able to predict the story outcome from preliminary events presented.	. . . answers the questions. "What do you think will happen next?"
1, 2	The student is able to classify objects into major categories (e.g., clothing, tools, furniture, work, recreational, toys.)	. . . can paste on pictures in pages according to classification.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 2	The student is able to identify specific personality characteristics that can be attributed to characters in a story.	. . . can answer "What was the character like? kind, mean, grumpy, etc. (e.g., The Seven Dwarfs in Snow White)
1	The student knows that most reading is done from left to right and top to bottom.	. . . follows a pointer with his/her eyes while the teacher reads large print from a chart or blackboard. . . . can follow a rebus story with pictures in progression from left to right.
1	The student is able to use the appropriate procedure for checking books and materials in and out of a library.	. . . uses the appropriate procedure to check out books.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will become aware of his/her body.	. . . given a signal or direction by the teacher, can move the appropriate part of his/her body.
4	The student will become aware that a relationship exists between learning and performing various tasks.	. . . knows that after telling the teacher, "I can't do that" or " I don't know how", he/she can follow his/her directions and teaching to complete the task.
4	The student will become aware that the ability to read, write, and count is necessary in most occupations.	. . . recognizes reading, writing and counting as a personal goal.
3	The student will become aware that his/her past experiences provide information.	. . . shares past experiences verbally with his/her peers at share and tell.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will develop skills in discriminating size, shape, color, and other characteristics.	. . . describes the size, shape and color of various objects.
7	The student will develop an awareness of relationships such as more than, less than, equal to, and how man.	. . . describes sets of objects by using the vocabulary mentioned.
7	The student will develop readiness to read.	. . can identify alphabet letters out of order.
		. . . follows pictures with his/her eyes in a left to right progression.
		. . . enjoys stories being read and looks at pictures in books.
1	The student will become aware of differences in others.	. . . draws a picture of a friend and compares it with a self portrait.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

4 The student will become familiar with the purpose of his/her going to school.

4 The student will become aware that reading, writing, and numbers are useful in occupations.

5 The student will recognize that performance of a task requires preparation.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
The student learns to read pictures in picture books and in their monthly publication "Let's Find Out".	Scholastic, "Let's Find Out", a monthly publication.
The student's names (first names for the first half of the year, last names for the second half) - The student learns to read their own names by taking the name card down each day.	
(Buying Balloons) The alphabet letters (or sounds at the end of the year) are written on large round pieces of construction paper. When each student can say the name or sound of each symbol, he/she wins a balloon.	SPA Detect individual workbooks. A sensorimotor approach to Visual Discrimination.
First graders come in as writing tutors, showing each student on a one-to-one basis how to form the letters in his/her name using the lines and upper and lower case letters.	"First Talking Storybook Box" - Scott Foresman

SPEAKING

Grade One

PROGRAM GOALS - LANGUAGE ARTS

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

(Life Experiences and Interaction Oriented)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4, 7	The student is able to use good communication skills.	The student . . . adjusts his/her speaking voice to the situation so he/she can be heard by all listeners. . . . sticks to the subject. . . . uses eye contact with the audience . . . talks in complete sentences . . . uses appropriate language for the classroom situation.
4, 7	The student knows the basic elements of interaction desirable in person-to-person conversation and group conversation.	. . . assumes different roles in group conversation. (speaker, listener, observer.) . . . does not interrupt a speaker. . . . does not display disruptive behavior . . . demonstrates a willingness to share and participate. . . . makes simple decisions within the group.
4, 7	The student is able to relate to others in a broad spectrum of body movements and voice techniques.	. . . uses eye contact, facial expressions and gestures when speaking.
4, 7	The student knows a range of purposes in speaking.	. . . takes part in a variety of speaking experiences (e.g., conversation, sharing, discussion, reporting, giving directions, explaining.)

SPEAKING
(Literature Oriented)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4, 7	The student is able to use good communication skills.	The student . . . adjusts his/her speaking voice to the situation so he/she can be heard by all listeners. . . . recognizes listeners or audience. . . . talks in complete sentences . . . Uses appropriate language.
3	The student is able to retell a story based upon what he/she has seen, thought, heard or read.	. . . shares a simple story he/she enjoyed, (read or heard) which includes the progression of events from beginning to end whith his/her own interpretation.
3	The student is able to identify with and use literature as a means of self expression.	. . . recalls and shares an instance where he/she experienced the same as what was stated in the story (stating how he/she felt.) . . . dramatizes his/her feelings and attitudes about a story. (How do you feel John looked when he found his bike scratched?)
3, 4, 7	The student is able to use various techniques of dramatic presentation.	. . . willingly participates in a variety of activities offered in the class situation such as puppet shows, finger plays, creative dramatics and rolled movies.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
3, 4, 7	The student is able to engage in creative dramatic plays based on stories read or heard.	. . . participates in creative dramatics by giving his/her own interpretations. . . . participates in acting out a story as a presentation for an audience (more memorizing - less spontaneous interpretation involved) . . . role plays a situation. . . . does simple pantomimes.
3, 4	The student is able to relate to others in a broad spectrum of body movement and voice techniques.	. . . uses eye contact, facial expression and gestures which portray the mannerism of the character represented.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	. . . acts out how he/she would react to a given situation.
2	The student will understand, accept, and respect his/her own uniqueness as a result of learning, growth and maturation.	. . . describes himself/herself within the context of his/her family structure in relation to other students. (i.e., "I am the smallest in my family", I am the tallest in the classroom.") . . . shares his/her feelings . . . shares his/her thoughts and feelings about a story with a friend.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . dramatically expresses his/her thoughts and feelings about a story for the class. . . . actively participates in creative dramatics and role playing in a variety of situations. . . . ad libs quickly and becomes totally involved in the role he/she is portraying.
4	The student will recognize that learning is a continuous process occurring in and outside of school.	. . . shares experiences that have happened in and outside of school.
4	The student will recognize that a relationship exists between learning and performing various tasks.	. . . makes comments (e.g., "I can do this a lot better now than I could last year." "It is easy because I did it once before."
5	The student will recognize that his/her behavior in the school may affect his/her progress.	. . . responds orally to a questionnaire indicating how he/she feels he/she is progressing. . . ., during discussion time, chooses a behavior he/she intends to improve upon.
5	The student will recognize that performance of various tasks requires different preparation.	. . . describes the process he/she went through to make the object he/she is presenting to the class for show and tell.
3	The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternatives, most consistent with his/her goals, and taking steps to implement a course of action.	. . . identifes the alternatives and makes choices. (i.e. when there are several suggestions from the committee and they have to decide which to use).

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
7	The student will develop an awareness of basic problem solving.	. . . participates in simple discussion with a friend to solve a mutual problem. He/she chooses some solutions and reports them to the teacher.
7	The student will become aware of the different types of working relationships in the classroom.	. . . chooses to participate in a variety of classroom activities involving self and others.
7	The student will develop communication skills in writing, listening, and talking.	. . . voluntarily participates more and more in writing, listening and talking as he/she becomes more proficient and comfortable in these areas.
1	The student will recognize the responsibilities to himself/herself and others when accepting a task or job.	. . . conscientiously participates in committee work and shares ideas to help achieve the end result. . . . shows pride in his/her committees progress . . . . takes part in dramatization, saying his/her lines well, doing his/her best, and obviously enjoying himself/herself.
2	The student will recognize the relationship of his/her interests, aptitudes, and achievements to the realization of his/her career goals.	. . . discovers (from a story about a certain occupation) those interests and attitudes similar to his/her own and shares with a friend.
2	The student will recognize that his/her feelings and the feelings of others relate to values.	. . . describes reactions he/she felt to the way a character has acted in situations in a story.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

The student knows that people require a common language in order to communicate.

The student knows that through communication people share ideas, information, experiences.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
Puppet plays Creative dramatics	Puppets
Choral speaking Sharing stories Role Play	Any suitable books of poems and stories. (John Ciardi)
Show and Tell (describing objects)	Objects for show and tell
Sharing Experiences	Props for role play (not necessarily needed)
Social conversation and interaction a. during game time b. learning centers c. project sharing	Rating scale
Committee work - involves some decision making and planning.	
Explain a new larned game to others Large group discussion Role play and pantomime	

SAMPLE RATING SCALE

GRADE ONE

ORAL SPEAKING - RATING SCALE (Life Experienced and Interaction Oriented)

Speech Qualties	Usually	Sometimes	Seldom
1. The student adjusts speaking voice to situation.			
2. The student will display good speech skills, completes sentence, sticks to topic, interesting voice, and is aware of audience.			
3. The student shows good manners when talking with others in small group discussion or one to one.			
4. The student does not interrupt.			
5. The student does not have disruptive behavior.			
6. The student uses eye contact, facial expression and gestures when speaking.			
7. The student can make simple decision.			
8. The student will use appropriate language for the classroom situation (e.g., I have to go to the bathroom - not "I got to pee".)			
9. The student participates in a variety of speaking experiences.			
10. The student demonstrates a willingness to share and participate.			

WRIITNG MECHANICS

Grade One

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to write appropriately using manuscript letters.	. . . can use straight lines and circles when forming his/her letters.
		. . . sits properly to print.
		. . . places his/her paper correctly on the desk.
		. . . holds his/her pencil correctly.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . puts enough pressure on the pencil so that the printing is legible. . . . uses one finger space between words when printing. . . . can separate letters in words so they don't overlap or touch. . . . can identify his/her best printing. . . . can circle his/her mistakes in printing and correct/evaluate
1, 7	The student is able to express himself/herself adequately using a variety of writing techniques.	. . . writes simple stories of things that have happened to him/her. . . . writes simple thank you letters to people who have been resource speakers for the class. . . . places periods at the end of statements in his/her simple stories and letters. . . . places periods at the end of statements copied from boardwork. . . . places question marks at the end of questions in his/her simple stories and letters. . . . places question marks at the end of questions when copying boardwork.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
CONTINUED		. . . capitalizes I (the pronoun) when copying boardwork or in his/her simple stories and letters. . . . unscrambles a group of words and arranges them in sentences by using capitalized words at the beginning.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
5	The student will recognize that performance of various tasks requires different preparation.	. . . explains proper procedure for learning to print as he/she aids a kindergartner in printing his/her name.
8	The student will follow instructions.	. . . discusses how hard it is to explain to a kindergartner - . . . states how much easier it is when student cooperates and follows instructions. . . . evaluates the type of habits, attitudes his/her student had in relationship to how well he/she learned.
7	The student will develop communication skills in writing, listening, and talking.	. . . can explain why he/she can do better if he/she teaches a kindergartner a little at a time instead of the whole alphabet in one lesson. . . . can discuss the rate of learning of different kindergarten students. (e.g., some learn faster and are ready to progress to the next step.)

SAMPLE ACTIVITIES

1. The students practice writing letters with their fingers on the desk and in the air.

2. The students practice writing letters by tracing with their toes on the floor. (keep stressing top to bottom - left to right progression.

3. The students play a game called running out the letter. They start at the top and run through the letter. A point is given if they do so correctly.

4. The students write letters on paper as someone writes on their back (the correct formation)

5. The students practice proper letter formation, pencil position, paper placement and body position so they can be teachers for the kindergarten students - Once a month or so each student assists a kindergartner in the printing of their name.

6. Students evaluate printing of themselves and peers. Pick out areas which need improvement.

7. Students print letters and words as they are printed on an overhead projector by leader. (letter formation can be more visualy indicated on overhead.

8. Write simple stories;

    a. about experiences which have happend to them
    b. telling about a certain picture
    c. after arranging a sequence of pictures
    d. to caption pictures and posters he/she has drawn
    e. to finish endings for open ended stories
    f. writing a story to go with a title.

9. The student writes to guest speakers thanking them for coming, etc. - Pen pal letters

10. The students copy boardwork from the board carefully putting in periods, capitals (at the beginning of sentences), question marks.

11. Students play game where they put cut out period or question mark on sentence. (Gets a point if correct.)

12. Students unscramble words on the board to arrange in sentence. Key to the problem is always to start with the capitalized word in the line.

LISTENING

PROGRAM GOALS - LANGUAGE ARTS

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates inforamtion through purposeful and critical observation and listening.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student is able to differentiate between sounds.	The student . . . claps when he/she hears a different initial consonant in a series of words. . . . stands when he/she hears a high sound . . . sits when he/she hears a low sound.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7, 8	The student knows a range of purposes for listening.	The student . . . responds to storytelling or oral reading by commenting or questions, or by such responses as creative writing, drawing, painting, puppetry, etc. . . . claps out rhythms, fills in missing rhyming words, guesses poems by the clapped out rhythm. . . . responds to speaker by asking questions and making contributions.
8	The student is able to use his/her expectancies from a speaker, film, field trip, etc. as a tool to enhance awareness in the experience.	. . . writes a list of questions before hearing speaker, film, etc. . . . helps plan a unit giving input to what they already know, and what they want to know.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student understands his/her role as a listener.	The student . . . waits for another to finish speaking before responding. . . . refrains from interrupting a speaker except when necessary. . . . is able to focus attention on the person or group speaking (not interrupting or distracting). (e.g., the student sits attentively while someone is talking.)

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	The student . . . selects and relates what he/she hears in response to directions by teacher. (e.g., listen for the main idea in this paragraph.) . . . selects and relates parts of what he/she hears which pertain to his/her interests.
7	The student will develop communication skills in writing, listening, and talking.	. . . identifies a range of purposes for listening: ideas, information, enjoyment. . . . reacts appropriately to "signal" sounds. (e.g., fire bell, car horns). . . . follows oral directions (e.g., for playing games, marking worksheets, drawing pictures). . . . listens for names in conversation. (e.g., Take this book about Timmy Turtle to Tommy). . . . adapts his/her level of attention to his/her purpose in listening. (e.g., Listens to a friend speaking - responding as he/she listens. - Focuses attention on the teacher while he/she is explaining something.)
7	The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his/her choice.	. . . follows oral instructions.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will recognize the importance of using social skills appropriate to the classroom.	The student . . . waits for someone to finish speaking before responding. . . . does not interrupt a speaker except when necessary. . . . sits still with his/her attention focused on speaker.

SAMPLE ACTIVITIES

1. Listen to stories or record or tape and follows along in a book.
2. Listen to guest speakers to gain information from a list of questions he/she has prepared.
3. Show and tell time - listening while friends share.
4. Acting out in response to an oral direction (e.g., Simon Says).
5. Listen to a record and guess the kinds of animals that make a noise - machines that make a noise, etc.
6. Play games where one student calls - another answers - student either guesses name or location of other student.
7. Listen for enjoyment to stories being read aloud by the teacher.
8. Listens to instructions and draws what is orally dictated so he/she ends up with a picture.
9. Responds to an oral quiz by marking an answer in a square or drawing a picture to answer question.
10. Listening to stories without endings - using what they have heard to formulate their own endings.
11. Listens to directions by the teacher and follows them in sequence.
12. Listens while the teacher claps out songs and guesses what the song is.
13. Listening to directions for playing a game so student can teach the other students.

SAMPLE ACTIVITIES - Continued

14. Listening for sounds in words so the student can read the word.

    a. listening for vowel sounds so student can select pictures where that sound is used.
    b. listening for consonant sounds dictated by teacher so student can select pictures which have those consonant sounds.
    c. listening to poems - fill in with a rhyming word when teacher pauses.

SUGGESTED RESOURCES

Book Bags - Library at Vale Elementary

Records

Guest Speakers

READING

Grade One

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
2. The student responds to language in subjective, analytic, and evaluative ways.
4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

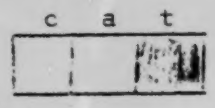
4. The student perceives the relationship between education and life roles.

READING GOALS
(Indicators not completed)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to use gross and fine motor skills appropriately.	The student . . . can use his/her eyes in a left to right progression across the page. . . . can find his/her place on the page after his/her eye has momentarily left the page.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
CONTINUED		. . . can follow a word traced from letter to letter on a chart, and can reproduce that word by printing with chalk on a chalkboard. . . . can outline a picture he/she has colored. . . . can color within the lines. . . . can hold a pencil correctly.
1	The student is able to use his/her finger, chalk, crayon, pencil, paintbrush, or pointer to complete a configuration or pattern.	. . . can, given a series of dots such as ∴, connect the lines correctly. . . . can correctly copy a word or letter printed on the board.
1	The student is able to perform eye-hand coordinations as appropriate.	. . . can trace the letters of a word in correct direction and sequence.
1	The student is able to follow a target with his/her eyes.	. . . can read words in a sentence as teacher is pointing.
1	The student is able to copy simple forms such as circles and squares.	. . . can copy circle and squares.
1	The student is able to concentrate on ideas presented in picture or printed forms.	. . . can state the main idea(s) in a picture. . . . can listen (read) for specific details in stories.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student is able to maintain an attention span that will allow understanding of stories and ideas told to him/her.	. . . does not look around the room during story time. . . . refrains from disruptive behavior during story time.
4, 7	The student is able to give personal information about himself/herself.	. . . can orally state his/her name, address, and phone number. . . . can orally state some of his/her likes and dislikes.
4, 7	The student is able to relate simple experiences or stories.	. . . shares with class a personal experience. . . . can tell a story he/she has created.
1	The student knows the following positional words: up, down, over, under, infront, behind, left, right, before, after, next to, between, first, last, top, bottom, inside, outside, on, in, across.	. . . demonstrates phrases such as "on top of the desk," "under the sink, etc. . . . responds with the correct phrase when someone else demonstrates.
1	The student knows the vocabulary necessary for expressing spatial relationships (near, far, high, low).	. . . can demonstrate spatial relationships with his/her body. . . . selects proper pictures indicating spatial relationships.
1	The student knows the vocabulary necessary to describe a concrete or representational object: size, color, and texture.	. . . circles appropriate words to match the picture. . . . orally describes the object as to size, shape, color, and texture.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 8	The student is able to classify concrete or representational objects as to their color, shape, size, and/or textures.	The student . . . can separate objects (or cards with object words) and place them into different groupings under designated label.
1, 8	The student is able to determine ways objects are alike or different.	. . . can orally describe similarities and differences in story characters or objects in a story.
1	The student is able to order objects or characters according to their appearance in a story.	. . . orally states sequence of story. . . . draws pictures depicting proper sequence of a story.
1	The student is able to make predictions of story outcomes from simple picture sequences.	. . . can complete a simple story such as: "Sam rode his bike down the hill. Suddenly it started to go faster and faster - then ______________________________."
8	The student is able to recognize the rhyming sounds in words, phrases, and verses.	. . . can orally add rhyming words to poems as the teacher is reading them to the class.
8	The student is able to determine if a sound occurs at the beginning, middle, or end of a word.	. . . indicates by marking a correct box in response to a word dictated by teacher.  example - sound t is indicated sound.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 8	The student is able to associate initial consonant sounds with their graphemes.	. . . recognizes the sound associated with the grapheme and uses it to correctly sound out a word. . . . can correctly say the sound (in isolation) which goes with the grapheme.
8	The student is able to match gross environmental sounds to their sources.	. . . closes his/her eyes, listens to sounds around him/her and orally describes what is making that sound. . . . can respond by drawing a picture about the sound. . . . can respond by writing a sentence about the sound.
1, 8	The student visually is able to progress from left to right, and from top to bottom.	. . . can follow left to right, and top to bottom progression while reading a selection on a page.
1, 8	The student is able to distinguish left from right and top from bottom.	. . . can respond to oral instruction by raising right hand, left hand, etc. . . . can mark left circle, top circle, etc., on page.
1, 7	The student knows the capital and lower case letters.	. . . can circle words that start with a capital letter. . . . can circle words that start with a lower case letters. . . . responds to the teacher's request "Find the word that starts with a capital "P". "Point to it", etc.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to assocaite a number word with its appropriate numeral.	The student . . . can match a numberal with a number word. three 4 four 5
1, 8	The student is able to recognize the likenesses and differences in words and letters.	. . . can read similar words without reversing - saw - was. . . . can match letter forms and can match number forms.
1	The student knows that a book has a conventional organization which requires it to be used from front cover to back.	. . . reads a story to a friend starting in front of book and reading to the back of book.
8	The student is able to follow simple verbal directions telling him/her to execute a prescribed sequence of actions.	. . . follows simple directions in a sequence during such games as "Mother May I".
7, 8	The student is able to imitate common speech sounds from his/her environment.	. . . repeats the sound for a letter combination after the teacher tells the sound.
8	The student is able to recall objects from memory.	. . . tells about an object using at least five descriptive words.
1	The student is able to use phonetic linguistic sound patterns to decode new words in his/her reading.	. . . uses consonant or vowel digraphs to pronounce unfamiliar words. . . . recognizes final, medial, and initial consonant sounds in unfamiliar words, and uses them in sounding words.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . can use skills of structural analysis to attack unknown words. . . . attacks words in left to right sequence using linguistic patterns. . . . can recognize exceptional phonic environments in adjusting pronunciation of unfamiliar words. . . . can read the same letter grouping as a different sound in different words. . . . uses the word endings ing, s, and ed to decode new words.
1	The student is able to recognize root or base words.	. . . can put root words in chart rack. . . . can add ending sounds (on cards) to words. . . . can draw line between root word and ending.
1	The student knows the meaning of a contraction.	. . . matches contraction to the proper two words. . . . orally states the two words which make up the contraction.
1	The student knows that a compound word is a combination of two or more words.	. . . (not completed)

(indicators not completed)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to decode compound words in his/her reading.	. . .
1	The student is able to interpret the meaning of a word from the way it is used in a sentence.	. . .
1	The student is able to use illustrations in a story to give additional meaning to the text.	. . .
1	The student is able to use study of context and pictures in a text to determine the menaing of a word.	. . .
1	The student is able to use key words and phrases to answer questions such as who, what, when, where, how and why.	. . .
1	The student is able to combine structural and phonetic analysis with context clues to determine the meaning of unfamiliar words.	. . .
1	The student is able to alter literal meanings derived from context with meaning changes due to intonation, stress, pitch, juncture, phonemes.	. . .
1	The student is able to use synonyms, homonyms, and antonyms to increase his/her vocabulary and to make meanings more precise.	. . .
1	The student is able to select details related to characters setting, and events.	. . .

(indicators not completed)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to select information dealing with time, place, and culture from written materials.	The student . . .
1, 2	The student is able to distinguish a work of nonfiction from a work of fiction.	. . .
1, 2	The student is able to classify objects into major categories (e.g., clothing, tools, furniture, toys, work, recreational).	. . .
1, 2	The student is able to classify experiences of story characters in terms of their emotional effect (e.g., happy, sad, frightful, suspenseful).	. . .
1, 2	The student is able to classify concrete and representational objects and figures according to their differences and similarities.	. . .
1, 2	The student is able to predict the story outcome from preliminary events presented.	. . .
1, 2	The student is able to classify ideas according to time, place, and character.	. . .
1, 2	The student is able to make predictions as to the story events, characters, or outcome from the title given.	. . .
1, 2	The student is able to identify specific personality characteristics that can be attributed to characters in a story.	. . .
1	The student knows that most reading is done from left to right and top to bottom.	. . .

(indicators not completed)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to use the appropriate procedure for checking books and materials in and out of a library.	. . .
1	The student is able to focus eyes ahead to anticipate what he/she will be reading aloud.	. . .
1	The student is able to employ eye movement, eye-hand coordination, and visual form perception correctly in reading.	. . .
1	The student is able to expand his/her sight vocabulary by memorization of new words, learning new words from context, etc.	. . .
1	The student is able to open a book to an indicated section.	. . .
1	The student is able to increase his/her reading rate by expanding sight vocabulary.	. . .
7	The student is able to phrase in meaningful units.	. . .
7	The student is able to use the recognition of punctuation to aid him/her in pausing appropriately.	. . .
7	The student is able to use voice inflection appropriately for type of sentence.	. . .
1	The student uses correct phrasing in reading a selection orally.	. . .
1, 7	The student is able to read a selection fluently with expression.	. .

(indicators not complete)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1	The student is able to gain occupational information by reading about occupations.	. . .
1	The student knows that it is possible to satisfy his/her curiosity by reading for information.	. . .
1, 11	The student knows that literature encompasses a wide variety of subject and interest areas in which he/she may find information, satisfaction, relaxation, stimulation, escape, and challenge.	. . .
1, 11	The student knows that reading is a source of pleasure which can be at his/her command as opposed to scheduled forms of entertainment.	. . .
1, 2	The student is able to use reading as a diversion from everday problems (i.e., a contribution to mental and physical relaxation.)	. . .
1, 11	The student is able to select books at an appropriate reading level for his/her needs.	. . .
1, 4	The student is able to share his/her reading interests and experiences with others.	. . .
1, 11	The student knows that reading provides vicarious experience.	. . .
1, 7, 8	The student knows that nouns have singular and plural forms.	. . . can circle singular and plural nouns on a worksheet. . . . can categorize nouns as singular or plural.

SPEAKING

Grade Two

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or assocations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

SPEAKING
(Life Experiences and Interaction Oriented)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4, 5, 7	The student is able to use good communication skills.	. . . adjusts his/her speaking voice to the situation so he/she can be heard by all listeners. . . . can stick to the subject . . . is aware of his/her listeners. . . . talks in complete sentences. . . . uses appropriate language for classroom situations.
4, 7	The student knows the basic elements of courtesy desirable in person-to-person conversation and group conversation.	. . . assumes different roles in group conversation - speaker, listener, observer . . . does not interrupt a speaker. . . . displays good listening skills. . . . shows a willingness to share and participate. . . . makes simple decisions within the group.
7	The student is able to relate to others in a broad spectrum of body movements and voice techniques.	. . . uses eye contact, facial expression and gestures when speaking.
7	The student knows a range of purposes in speaking.	. . . takes part in many different kinds of speaking experiences. (e.g., conversation, sharing, discussion, reporting, giving directions, explaining.)

SPEAKING - (Perception)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
8	The student is able to differentiate between sounds.	. . . holds up the correct card when he/she hears a certain sound. (sh and ch cards) . . . identifes if a certain blend is at the beginning, middle or end of a word.
8	The student is able to distinguish among various kinds of movement: coming, going; up, down; even, uneven.	. . . can pantomime various kinds of movement. . . . circles words that depict certain kinds of movement.
SPEAKING - (Literature Oriented)		
4, 7	The student is able to use good communication skills.	. . . adjusts his/her speaking voice to the situation so he/she can be heard by all listeners. . . . is aware of the listeners or audience. . . . uses appropriate language.
3	The student is able to retell a story based upon what he/she has seen, thought, heard or read.	. . . can share a story he/she enjoyed which includes the progression of events from beginning to end with his/her own interpretation.
3	The student is able to identify with and use literature as a means of self expression.	. . . recalls and shares an instance where he/she experienced the same as what was stated in the story. (e.g., how he/she felt.)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
CONTINUED		. . . dramatizes his/her feelings and attitude about a story. (how does the story make you feel? Would you have liked a different ending?)
3, 4, 7	The student is able to use various techniques of dramatic presenation.	. . . willingly participates in a variety of activities offered. (e.g., puppet shows, finger palys, creative dramatics, rolled movies.
3, 4, 7	The student is able to engage in creative dramatic plays based on stories read or heard.	. . . participates in creative dramatics by giving his/her own interpretation. . . . participates in role playing.
4, 7	The student is able to relate to others in a broad spectrum of body movement and voice techniques.	. . . uses eye contact, facial expression and gestures to portray the character he/she represented. . . . can pantomime phrases, sayings, titles, slogans, etc.

SPEAKING - (Forms of Oral Communication)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4, 7	The student knows the difference between "showing" and "telling".	. . . can show an article to the class. . . . can tell an experience he/she has had.
4, 7, 8	The student is able to retell a story.	. . . can retell a story based upon what he/she has been, thought, heard, or read.

(Forms of Oral Communication:)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student knows that storytelling can include: main idea, tone, emphasis on important incidents, climax, sequence of events, description of characters.	. . . can name the characters in a story. . . . can tell the main idea in a story. . . . can state the problem in the story and the outcome. . . . can tell the sequence of events.
10	The student is able to use costumes, props, and simple scenery to enhance dramatic effect.	. . . can describe ways of making creative dramatics or plays more interesting. (Such as costumes, props, simple scenery.)
SPEAKING - (Discussion)		
4, 7	The student knows the basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation.	. . . relates courtesy desirable in person-to-person conversation. . . . relates courtesy desirable in group conversations and telephone conversation.
SPEAKING - (Content)		
7	The student knows a range of purposes in speaking, conversation, storytellin, discussion, reporting , giving directions, explaining, dramatization, reading orally).	. . . participates in a group conversation. . . . participates in a group discussion. . . . gives directions for a game . . . participaes in creative dramatics. . . . reads orally using appropriate expression.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student will recognize that a relationship exists between learning and performing various tasks.	. . . can demonstrate something he/she has made and describes the procedures he/she had to go through to make the object.
2	The student will learn about himself/herself in relation to his/her culture through understanding and experiencing roles.	. . . identifes that he/she regularly learns new roles in different situations.
1	The student will experience personal satisfaction and receive recognition by accomplsihing school activities.	. . . shows pride in his/her work progress. . . . participates in committee work and shares ideas to help achieve the end result.
7	The student will continue to develop communication skills.	. . . voluntarily participates more and more in speaking as he/she becomes more proficient and comfortable in this area.
1	The student will recognize individual differences and become tolerant in his/her interpersonal relationships.	. . . accepts the rights of others.
7	The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.	. . . demonstrates the interpersonal behavior appropriate to various work settings.
2	The student will recognize the relationship of his/her career goals.	. . . makes choices of his/her interest in selected activities.
5	The student will recognize that performance standards are needed for success in a variety of tasks.	. . . states or lists qualifications related to performing certain tasks.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

10 The student is able to adapt body movements to changes in sounds or music.

The student will understant that his/her feelings and the feelings of others relate to values.

SAMPLE ACTIVITIES

1. Sharing in large group
2. Social conversation and interaction (during game time, learning centers, project sharing.) Taking part in discussions.
3. Role playing
4. Oral book reports
5. Play "What's My Line" (different careers)
6. Telling stories
7. Choral reading
8. Creative dramatics
9. Pantomime
10. Role playing
11. Puppet show
12. Show and Tell

SUGGESTED RESOURCES

Peabody Kit

SAMPLE ORAL SPEAKING RATING SCALE

Life Experience Interaction/Oriented

SPEECH QUALITIES	USUALLY	SOMETIMES	SELDOM
1. The student adjusts speaking voice to situation.			
2. The student will display good speech skills - complete sentences - stick to topic, and interesting voice.			
3. The student shows good manners when talking with others in small group discussions or one to one. Does not interrupt and does not have disruptive behavior.			
4. The student uses eye contact, facial expression and gestures when speaking.			
5. The student makes simple decision.			
6. The student will use appropriate language for the classroom situation.			
7. The student participates in a variety of speaking situations.			
8. The student demonstrates a willingness to share and participate.			

LISTENING

Grade Two

PROGRAM GOALS - LANGUAGE ARTS

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.
2. The student knows himself/herself and develops a personal value system.
5. The student acquires knowledge of the wide range of careers.
7. The student acquires and develops skills which are viewed as they ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student knows his/her role as a listener.	The student . . . can focus attention on the person or group speaking. . . . waits for another to finish speaking before responding. . . . refrains from interrupting a speaker except when necessary.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student knows a range of purposes for listening (ideas, information, enjoyment.)	The student . . . reacts appropriately to "signal" sounds. (e.g., fire bell, car horns). . . . listens for names in conversation. . . . adapts his/her level of attention to his/her purpose in listening. . . . can relate communication skills that are necessary in all careers. . . . can list listening skills that are vital to safety, accuracy, efficiency, and effectiveness in the world of work. . . . responds appropriately to words that stimulate awareness of senses: rhyme, onomatopoeia, etc. . . . can follow oral directions (e.g., for playing games, marking worksheets, drawing pictures). . . . can relate selected parts of what he/she hears to his/her current needs or interests. . . . responds to speakers by asking questions and makes contributions. . . . responds to storytelling or oral reading by comment or questions, or by such responses as creative writing, drawing, painting, puppetry, etc.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student is able to use his/her expectancies from a speaker, film, field trip, etc., as a tool to enhance awareness in the experience.	. . . writes a list of questions before hearing resource person, seeing film, or going on field trip. . . . helps plan a unit giving input to what they already know and what they want to know.
8	The student is able to follow simple verbal directions telling him/her to execute a prescribed sequence of actions.	. . . can, when given a set of verbal directions, follow through. (e.g., go to the door and come back. Bounce the ball three times.)
8	The student is able to recall objects from memory.	. . . can name objects displayed

C.E. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student will recognize the rights of others.	. . . assumes the role of a good listener.
5	The student will recognize the variety of work performed in his/her community.	. . .can, by listening to resource speakers, list ways a good listener is important in the world of work. . . . can list ten occupations found in his/her community.
7	The student will become aware of the interpersonal behavior appropriate to various work settings.	. . . waits for someone to finish speaking before responding.
2	The student will recognize that he/she regularly learns new roles.	. . . lists ways in which the role of a good listener is important.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will continue to develop communication skills.	The student . . . follows oral directions.

SAMPLE ACTIVITIES

1. The student listens to stories on record or tape as he/she follows along in a book.
2. The student listens to guest speakers to gain information from list of questions he/she has prepared.
3. Show and tell time - listening while friend shares.
4. Acting out in response to an oral direction (e.g., Simon Says, Fruit Basket).
5. The student listens to a record and guess the kinds of animals that make a noise, machines that make a noise, etc.
6. The student listens for enjoyment to stories being read aloud by teacher.
7. The student listens to instructions and draws what is orally dictated so ends up with a picture, or a diagram.
8. The student responds to an oral quiz by marking an answer in a square or drawing picture to answer the question.
9. Listening to stories without endings - using what they have heard to formulate their own endings.
10. The student listens to directions by the teacher and follows them in sequence.
11. Listening to directions for playing a game so student can teach other students.
12. Listening for sounds in words so the student can read the word.
    a. Listening for vowel sounds so student can select pictures where that sound is used.
    b. Listening for consonant sounds dictated by teacher so student can select pictures which have consonant sounds.
    c. Listening to poems - fill in with a rhyming word when teacher pauses.
    d. Play game - "I'm going on a trip and I will take ________.

SAMPLE ACTIVITIES - Continued

13. Listen to teacher read from S.R.A. Listening Lab Book and write answers to questions afterward.

14. Listen to poem and illustrate.

SUGGESTED RESOURCES

1. S.R.A. Listening Skill Book
2. Book Bags - Library at Vale Elementary
3. Record: The Lonesome House - Children's Record Guild
4. Filmstrips and Records: There Are Sounds Around You - Outset
5. Resource People

WRITING

Grade Two

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adpats his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 7	The student knows that the first word in a sentence is capitalized.	The student . . . can, from boardwork exercises or ditto sheets, capitalize the first word in a sentence.
1, 7	The student knows that a period is used at the end of a statement or an abbreviation.	. . . can copy sentences and abbreviations from the board and add the periods.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 7	The student knows that a question mark follows a question.	. . . can, given a sentence asking a question, add the question mark.
7	The student knows that manuscript letters are formed separately by using straight lines and circles in a top to bottom progressions.	. . . forms manuscript letters correctly in his/her writing.
WRITING -- (Capitalization)		
1, 7	The student knows that the pronoun I is capitalized.	. . . can, given a sentence containing the pronoun "I", correctly capitalize it.
1, 7	The student knows that the names of months and holidays are capitalized.	. . . can, given the names of the month and holidays, correctly capitalize them.
1	The student is able to distinguish between the capital and the lower case letters.	. . . can use the appropriate letter case when writing sentences.
WRITING -- (Spelling)		
7	The student is able to use the appropirate word endings to indicate forms of verbs.	. . . can write the proper ending of words by using ing and s.
1	The student is able to recognize the letter(s) omitted in a contraction.	. . . matches the contration to the two words.
WRITING		
6, 7	The student is able to write simple narration.	. . . writes stories about things that have happed to him/her. . . . can write a story from a picture.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . can write a story from a title. . . . can write a thank you letter to a resource person. . . . can write an invitation to a parent to attend a program. . . . can properly address an envelope. . . . can complete open ended sentences. . ... can write spontaneous short stories and poems.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	The student . . . lists how writing is used in some occupations.
2	The student will become aware of his/her improved abiltiy to perform tasks.	. . . explains proper procedure for printing. . . . compares his/her writing over the year and points out how it has improved.
5	The student will recognize that performance standards are needed for success in a variety of tasks.	. . . states the performance standards for writing that relate to certain tasks.

WRITING

SAMPLE ACTIVITIES

1. Write than you letters
2. Writing invitations
3. Creative Writing
    a. spontaneous short stories
    b. Cinquains
    c. Stories from pictures
    d. Completion of open-ended sentences
    e. Stories about teacher presented topics or titles.
4. Writing questions for resource people
5. Addressing envelopes
6. WRiting titles
7. Writing a friendly letter, get well letter, etc.
8. Writing about a trip
9. Writing about summer vacation
10. Book reports
11. Reports
12. Write telling sentences
13. Write asking sentences
14. WRite days of the week
15. WRite the months

SUGGESTED RESOURCES

Colored pictures (large, individual)

Words and Patterns

Level A - S.R.A.

Spice - Mary E. Platts

Educational Service, Inc.

PERCEPTION GOALS

Grade Three

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
5, 8	The student knows that people see things differently.	. . . accepts another childs description of an item even though it differs from his/her own.
8	The student is able to distinguish by sight various forms and textures: smooth, rough; sharp, blunt; straight, curved.	. . . uses accurate descriptive words in describing objects. . . . identifies various forms and textures.
8	The student is able to determine the distinction between words very similar in sound.	. . . prounounces words very similar in sound correctly. (e.g., lavatory and laboratory).
PERCEPTION--LISTENING		
5	The student knows a range of purposes for listening: (conversations); information (lectures, reports, news broadcasts, directions, announcements); ideas (lectures, discussions, group talk); enjoyment (plays, stories, poems, entertainment on screen, stage, radio or TV).	. . . selects and relates parts of what he/she hears in response to instructions by the teacher. . . . follows oral directions (e.g., for playing games, marking worksheets, drawing pictures). . . . adapts his/her level of attention to his/her purpose in listening. . . . reacts appropriately to "signal" sounds. (e.g., fire bell, car horns, telephone). . . . selects and relates parts of what he/she hears which pertain to his/her current interests.

PERCEPTION (LISTENING)--Continued

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . responds to storytelling or oral reading by comment or questions or by such responses as creative writing, drawing, painting, puppetry, etc. . . . responds appropriately to words that stimulate awareness of senses: rhyme, onomatopoeia (e.g., claps out rhythm, fills in last line or stanza). . . . responds to speaker by asking questions, making contributions.
8	The student knows his/her role as a listener.	. . . focuses attention on the person or group speaking (not interrupting or distracting.) . . . waits for another to finish speaking before responding. . . . refrains from interrupting a speaker except when necessary. . . . adjusts physical conditions to promote listening, if the situation permits (e.g., sitting where he/she can hear, closing a window or door to outside disturbance, requesting a speaker to speak more loudly).

PERCEPTION (LISTENING)--Continued

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
8	The student is able to use his/her expectancies from a speaker, film, field trip, etc., as a tool to enhance awareness in the experience.	. . . prepares list of questions (things to listen for) prior to a speakers appearance. . . . looks for things in the film as suggested by the teacher. . . . relates information acquired from film.

PERCEPTION (VALUING)

11	The student values self knowledge.	. . . prepares questions (things to listen for) prior to a speakers appearance. . . . listens to and questions resource speakers. . . . listens to and follows directions.
11	The student values being responsible to self and others for one's own decisions and actions.	. . . assumes a responsible role as a listener. (follows courtesy rules).
11	The student values self.	. . . eagerly participates in visual and listening activities.
11	The student values humor.	. . . responds appropriately (laughter, smile) when listening to a humorous story.
11	The student values human feelings	. . . listens and responds appropriately when another is talking.

PERCEPTION (VALUING)--Continued

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
11	The student values criticism as a means of increasing knowledge of one's weaknesses and strengths.	. . . uses constructive criticism as a means of self-improvement. . . . does not react negatively to constructive criticism.
4	The student values discipline and concentration.	. . . participates in setting-up courtesy rules for listening. . . . follows courtesy rules for listening.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2	The student will become aware of his/her strengths and weaknesses in performing learning tasks.	. . . accepts constructive criticism and uses the suggestions for self-improvement. . . . keeps a check list of listening skills.
4	The student will relate what he/she learns from one day to the next.	. . . uses learned listening skills and courtesy from one day to the next. (daily).
7	The student will develop communication skills in writing, listening, and talking.	. . . participates in activities designed to develop good listening skills/habits. . . . selects and relates parts of what he/she hears in response to instructions by the teacher. . . . follows oral directions (e.g., for playing games, marking worksheets, drawing pictures). . . . adapts his/her level of attention to his/her purpose in listening.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . reacts appropriately to "signal" sounds. (e.g., fire bell, car horns, telephone). . . . selects and relates parts of what he/she hears which pertain to his/her current interests. . . . responds to storytelling or oral reading by comment or questions or by such responses as creative writing, drawing, painting, puppetry, etc. . . . responds appropriately to words that stimulate awareness of senses: rhyme, onomatopoeia (e.g., claps out rhythm, fills in last line or stanza). . . . responds to speaker by asking questions, making contributions.
8	The student will understand that cooperation on some tasks makes the job easier.	. . . listens to directions. . . . listens when another is speaking. . . . indicates that work is easier when he/she listens to directions.
8	The student will develop communication skills by following directions and directing others in task accomplishment.	. . . follows directions in learning activities designed to develop good listening skills and habits.
8	The student will understand responsibility and the importance of compleing assigned tasks.	. . . shows responsibility in listening activities by adequately performing his/her role as a listener.
1	The student will appreciate the value of completing certain tasks.	. . . satisfactorily completes assigned tasks.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will demonstrate appreciation of others through group experiences.	The student . . . listens to other students.

VISUAL PERCEPTION

SAMPLE ACTIVITIES

1. Describing items brought from home.

   a. General description by student
   b. Specific detailed description (elaboration)
   c. How do you see it?

2. Describing and comparing items brought by teacher.

   a. Match words with objects that tell their form, texture. Word cards et individually in chalk tray. Each student chooses word and places it by the object (smooth, rough, straight, curved, flat, thick, thin, round, square, circle, triangle, rectangle, long, short, sharp, blunt, etc.)

   b. Can you find it?
      1. hidden picture center (individual)
      2. small group - shown abstract picture look for, point out, and name different forms.
      3. Word find pictures (individual)

   c. How do you see it? Each student writes his/her description of the object then categorically cpmpare their descriptions. (size, shape, color, texture, etc.)

PERCEPTION: LISTENING

1. Listening for a purpose
   a. 1) student or class (together) prepares list of things to listen for when having a resource speaker.
      2) asks the speaker questions, contributes something he/she knows to what speaker has said.

   b. Supply the word: when reading to a class and a word or phrase is repeated often, begin leaving it out - listeners will eagerly supply it. Read nursery rhymes leaving out words. Student say words that are omitted. (e.g., Jack and Jill went up the __________. To get a ________of water.).

c. Nursery rhymes (lesson 4-5). Student are given a sheet with pictures on it. Teacher instructs students to listen carefully to rhymes she/he reads because they will be asked to mark pictures of things read about in the rhyme. (draws a box around the picture for first rhyme, circle second, X third, draw line under fourth, etc.) Close eyes, teacher reads a rhyme, open eyes, mark as directed. Repeat for each rhyme.

d. Listening for similarities and following directions. Students are given a sheet with pictures. Teacher instructs students to put their finger on a picture named. They are to listen to two words read; if the words mean the same put an X on the picture, if they do not mean the same do not mark the picture. (e.g., picture of whale, words: large, huge; Picture of flag, words: lift, raise; Picture of giraffe, word: low, high).

e. 1) learning to use judgement. Instruct students that they are to think of the same word the teacher is thinking of. The word must rhyme with a word teacher uses (e.g., "I am thinking of a word that rhymes with bake. It is something good to eat. What is it? Can you think of other words that rhyme with bake.

2) given sheets with groups of pictures students follow directions given orally (e.g., "In the first box you will see pictures of a banana, a can, a lemon. Draw a line under the picture of the think that is sour.")

f. Listening for details. Teacher reads a story to the students explaining beforehand that they are to listen carefully because they will be asked some questions about the story. Following story, students are instructed to listen to a sentence and X a specific picture if the sentence is true.

g. On going - 1) students listen for specific information as directed by the teacher. 2) listen to and follow oral instructions.

II. Listening for Enjoyment

stories read by teacher
tapes
records and book bags
sharing time

SAMPLE ACTIVITIES--CONTINUED

III. Courtesy as a Listener:

- a. Students discuss their role as a listener and set up courtesy rules to follow.
- b. Ongoing throughout disciplines in one to one relationship, small group activities, large group activities.
- c. Student keeps a check list of listening skills progress.
- d. Teacher-student conference to discuss listening skills and suggestions for self improvement.

SUGGESTED RESOURCES

Listening and Interpretation Skills, (Duplicating Masters) - Visual Materials, Inc.

Perceptual Communication Skills (Devleloping Auditory Awareness and Insight) Teachers Handbook Copywrite, 1969 - by Selma E. Herr. Publisher: Instructional Materials and Equipment Distributors.

SPEAKING GOALS
(Life Experiences and Interaction Oriented)

Grade Three

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

9. The student knows that language adapts to the needs of people through time.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

(Life Experiences and Interaction Oriented)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4, 7	The student is able to use good communication skills.	. . . voice is heard clearly by his/her audience (person-to-person, small group, large group). . . . maintains eye contact with the audience. . . . uses complete sentences. . . . sticks to the topic in a sequential manner. . . . uses appropriate language. . . . uses an increasing variety of descriptive words to enhance his/her speaking vocabulary. . . . accepts constructive criticism and uses the information for self improvement.
11	The student values self knowledge.	. . . is a conscientious worker. . . . seeks new information and ways to find new information. . . . eagerly participates in class activities.
11	The student values self.	. . . shows pride in his/her work. . . . is eager to share experiences and ideas.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4,5,7,11	The student knows the basic elements of interaction desirable in person-to-person conversation, group discussion, and telephone conversation. The student values the ability to communicate with accuracy and openness.	. . . uses appropriate voice control and expression in communicating with others. . . . assumes different roles in a group (speaker, listener, observer). . . . employs basic courtesy rules as established by the students for group discussion. (1. one person talks at a time, 2. be a good listener, 3. stick to the topic, 4. contribute to the discussion). . . . uses appropriate language. . . . participates willingly in group work. . . . contributes worthwhile information to the group through assimilating and interpreting what others have said. . . . makes decisions within the group. . . . restates what others have said. . . . identifies and questions specific information.
11	The student values being responsible to self and others for one's own decisions and actions.	. . . assumes the responsibility for his/her decisions and actions. . . . is dependable in carrying out classroom job/activity. . . . makes decisions for himself/herself with consideration for others.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
10, 11	The student is able to relate to others in a broad spectrum of body movements and voice techniques. The student values nonverbal communication (i.e., body language).	The student . . . maintains eye contact with his/her audience. . . . uses appropriate voice expression to enhance the role. . . . uses appropriate body movements and facial expressions to enhance the role/emphasize his/her communication.
7	The student knows a range of purposes in speaking (e.g., conversation, storytelling, discussion, reporting, giving directions, explaining, dramatization, reading orally.)	. . . participates in a variety of speaking situations.
5, 9	The student values language variation (dialects and other languages).	. . . accepts children who speak differently than he/she does. . . . does not make fun of someone who speaks differently than he/she does.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will become aware of his/her strengths and weaknesses in performing learning tasks.	The student . . . keeps a progress check list of his/her speech skills. . . . compares his/her progress check list with the teacher's and discusses his/her progress with the teacher.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will learn to express his/her feelings in a socially acceptable manner.	. . . uses appropriate language when communicating with others. . . . uses appropriate voice control when communicating with others.
2	The student will become aware that his/her feelings are unique.	. . . willingly and confidently expresses his/her feelings in conversations and discussions.
4	The student will recognize out-of-school learning experiences.	. . . orally shares something he/she learned (on a trip, from what she/she has done or made).
4	The student will relate what he/she learns from one day to the next.	. . . applies learned speech skills to his/her daily communication experiences.
7	The student will develop communication skills in writing, listening, and talking.	. . . participates in exercises designed to develop good speech skills
3	The student will recognize the need to make decisions.	. . . makes decisions when interacting with individuals or within group work.
8	The student will understand that cooperation on some tasks makes the job easier.	. . . states that group work is easier and runs more smoothly when the participants cooperate. . . . works cooperatively with others.
8	The student will develop communication skills by following directions and directing others in task accomplishment.	. . . follows directions when participatingin activities designed to develop communication skills. (as per indicators Language Arts Course Goals I, II, III).
8	The student values discipline and concentration	. . . follows directions and rules of conduct when acting as group leader in discussions/group work.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student will understand responsibility and the importance of completing assigned tasks.	The student . . . assumes and carries through his/her assigned task(s) in group work.
1	The student will appreciate the value of completing certain tasks.	. . . conscientiously participates in group work to a satisfactory completion. . . . is willing to share or disply the end product of the group work. . . . verbally (and through facial expression) indicates his/her appreciation/satisfaction over the groups' accomplishment.
1	The student will demonstrate appreciation of others through group experiences.	. . . listens to what others have to say. . . . accepts ideas of others. . . . voices his/her disagreement or modification of others' ideas with politeness and regard for their feelings. . . . accepts that others may not always agree with his/her ideas.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
Sharing experiences (large group)	
Describing, demonstrating, comparing objects.	
Design basic rules/courtesy for group work.	
Discussion groups (small group) involving a specific topic.	
Committee work on specific projects.	
Reporting: Results of committee work Results of discussion group Small group and individual projects.	
Role play - pantomime	
Telephone conversation using teletrainer to role play situations.	Teletrainer - ESD (County Office)
Large group discussions.	
Social conversation and interaction: During small group activities During large group activities At learning centers	
Explaining directions of an activity that is new to someone else.	
Explaining directions - paraphrasing teacher directions.	

SPEAKING GOALS
(Literature Oriented)

PROGRAM GOALS - LANGUAGE ARTS

Grade Three

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

9. The student knows that language adapts to the needs of people through time.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

(Literature Oriented)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4, 7	The student is able to use good communication skills.	The student . . .'s voice is heard clearly by his/her audience. faces audience. . . . speaks to audience. . . . uses appropriate language. . . . uses complete sentences.
3	The student is able to retell a story based upon what he/she has seen, thought, heard, or read.	. . . retells a story in sequential order (story heard, read, seen, thought). . . . retells a story giving the main events and enough detail to reveal the quality of the story (mysterious, humorous, etc.) (Not tell everything).
4, 7	The student is able to use various techniques of dramatic presentations.	. . . retells a story read or heard through various media. (puppet shows, rolled movies, etc.)
10	The student is able to use costumes, props, and simple scenery to enhance dramatic effect.	. . . constructs and or chooses costumes, props, and scenery appropriate to the context of the play.
7	The student is able to engage in creative dramatic play based on stories read or heard.	. . . pantomimes a character from a story using appropriate body movements and facial expressions to reveal his/her interpretation of the character's uniqueness. . . . role plays a character with distinguishable characteristics. . . . participates effectively in a group produced creative dramatic play.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4, 7	The student is able to relate to others in a broad spectrum of body movements, and voice techniques.	The student . . . uses appropriate body movements and voice expression to enhance the role.
3	The student is able to identify with and use literature as a means of self expression.	. . . identifies the literature he/she likes. . . . dramatizes attitudes, feelings, and actions in response to literature (self expression) . . . recalls and shares a personal experience, feeling, etc., that relates to the incident in the literature.
11	The student values human feelings.	. . . does not make fun of others when they are in a speaking role.
5, 9	The student values language variation (dialects and other languages).	. . . accepts that children can speak differently than he/she does. . . . does not make fun of someone who speaks differently.
4,5,7,11	The student values the ability to communicate with accuracy and openness.	. . . retells a story in sequential order (story heard, read, seen, thought). . . . retells story giving the main events and enough detail to reveal the quality of the story (mysterious, humorous, etc.) (Not tell everything).

L.A. . GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
11	The student values criticism as a means of increasing knowledge of one's weaknesses and strengths.	The student . . . accepts constructive criticism. . . . uses constructive suggestions for self improvement. . . . relates to teacher incidents where constructive criticism helped him/her improve.
, 6, 10	The student values creative activities which express or represent one's knowledge, skills, values, and feelings.	. . . willingly/enthusiastically participate in the creative activities.
0, 11	The student values nonverbal communication (i.e., body language).	. . . pantomimes a character from a story using appropriate body movements and facial expressions to reveal his/her interpretation of the character's uniqueness. . . . role plays a character with distinguishable characteristics. . . . participates effectively in a group produced creative dramatic play.
11	The student values the "magic" of words, while recognizing their limiations and functions.	. . . enjoys fantasy without actually believing.
11	The student values humor.	The student indicates through laughter and or facial expression that he/she sees humor in an appropriate situation.
3, 11	The student values his/her own respons to literature.	. . .identifies the literature he/she likes.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . dramatizes attitudes, feelings, and actions in response to literature (self expression) . . . recalls and shares a personal experience, feeling, etc. that relates to the incident in the literature.
2, 3	The student values the response of others to a literary text.	. . . responds (laughter, clapping, facial expression) with enjoyment to another student's expression of a literary incicent or character. . . . accepts another student's response to literature.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will become aware of his/her strengths and weaknesses in performing learning tasks.	The student . . . evaluates on a checklist his/her retelling of a story as per criteria established by the teacher. . . . uses a checklist of speech skills to determine his/her strengths/weaknesses in delivery.
2	The student will learn to express his/her feelings in a socially acceptable manner.	. . . dramatizes attitudes, feelings, and actions in response to literature. . . . identifies his/her feelings with those of a character in a story.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will become aware that all people possess unique characteristics.	The student . . . role plays a character with distinguishable characteristics. . . . reveals a character's uniqueness through dramatic play.
4	The student will relate what he/she learns from one day to the next.	. . . uses good speech skills he/she has learned to aid in his/her storytelling roles. . . . uses techniques he/she has learned to enhance dramatic roles.
7	The student will develop communication skills in writing, listening, and talking.	. . . participates in communication activities designed to develop communication skills in speaking and listening (e.g., listening to a story, retelling a story, using expression, etc.)
8	The student will understand that cooperation on some tasks makes the job easier.	. . . cooperates in group dramatic productions. . . . states that it is easier to put on a play when people cooperate.
8	The student will develop communication skills by following drections and directing others in task accomplishment.	. . . follows direction when retelling a a story, role playing a character, or participating in a group production.
8	The student will understand responsibility and the importance of completing assigned tasks.	. . . assumes a role and follows through to completion (i.e., retells a story, role plays a character, or participates in a group production.)
1	The student will appreciate the value of completing certain tasks.	. . . shows pleasure in the audience response. . . . shows pleasure in praise received from parents or other children after a performance.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will demonstrate appreciation of others through group experiences.	The student . . . demonstrates appreciation for others by cooperating in group activities. . . . demonstrates pleasure/appreciation for another students interpretation and delivery of a dramatic role. . . . expresses pleasure for other students' storytelling.

SAMPLE ACTIVITIES	SUGGESTED RESOURCES
Role play, pantomime Creative dramatics Puppetry Choral speaking Drama Share a story read	Puppets Any suitable stories and poems

WRITING GOALS

Grade Three

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

WRITING
(Forms of Written Communication)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6, 7, 11	The student is able to write out of his/her own experience, internal as well as external.	. . . relates through writing about his/her experiences. (trips, something he/she has done or made, etc.). . . . relates through writing his/her feelings in various situations.
6, 7	The student is able to write simple narrations of class activities (e.g., experiements, announcements, class logs).	. . . keeps a written record of an experiment. . . . writes simple accounts of information obtained in a specific study.
6, 4	The student is able to write a narrative based partly upon his/her own experience.	. . . writes a story about something he/she has done or something that has happened to him/her.
6	The student is able to write creative stories.	. . . responds to a picture by writing a creative/imaginative story about the picture. . . . responds to open-ended stories by creating the ending. . . . responds to a topic or title by writing creatively about it.
7	The student is able to write a social letter/thank you letter.	. . . writes, using standard format, social letters using heading, greeting, body, closing and signature. . . . writes thank you letters to resource persons using standard format for heading, greeting, closing and signature.

WRITING
(Mechanics of Writing)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to write legibly in manuscript form and in cursive form.	The student . . . writes his/her name in manuscript and in cursive form. . . . writes upper and lower case letters in manuscript and/or cursive form. . . . uses appropriate spacing of letters and words to develop legible handwriting. . . . uses body position, paper position, and pencil position appropriate for legible writing.
7	The student is able to analyze his/her own handwriting accoring to letter formation, slant, and spacing.	. . . circles parts of his/her writing which need improvement. . . . chooses his/her best writing from two or three samples.
7	The student is able to use margins and headings appropriately.	. . . uses margins and headings appropriate to the writing situations. (using format as established by the teacher.)

WRITING (Spelling)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1, 7	The student is able to use good spelling skills in his/her written work.	The student . . . perceives likenesses and differences in the spelling of words. . . . spells words (e.g., saw/was) correctly in his/her writing situations.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . proofreads his/her written work to find and correct possible errors. (i.e., omitted letters, reversals, improper endings, misspelled words, omitted words). . . . doubles the final consonant of single syllable words or words accented on the last syllable which end in a single consonant and are preceded by a single vowel before adding a suffix beginning with a vowel. (e.g., hit, hitting,drop, dropped). . . . forms the plural of regular nouns by adding s or es as is appropriate. . . ., in writing, when words end in y preceded by a consonant, changes the y to i before adding es and retains the y adding s in words ending in y preceded by a vowel. (e.g,, berry, berries; turkey, turkeys) (do not expect mastery) . . . writes words ending in a final silent e, by dropping the e. (e.g., rope, roping.) . . . uses the following word ending: ing, ed, and s appropriately to indicate forms of verbs.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 7	The student knows that dictionaries are the most comprehensive and authoritative source for correct spelling.	. . . uses the dictionary to check for correct spelling of words. . . . uses dictionaries to help him/her spell words correctly.
7	The student knows that there are word beginnings (prefixes) and endings (suffixes) that change or add to the meaning of words.	. . . chooses the correct words to complete sentences from a list of words with prefixes and suffixes.
7	The student is able to distinguish the affixes from the root parts of words	. . . given a list of words with prefixes and suffixes, writes the root word for each.
7	The student knows that prefixes and suffixes constitute separate syllables.	. . . divides the words between syllables from a list of words with prefixes and suffixes.
7	The student knows that every syllable must contain a vowel.	. . . writes simple words using a vowel in every syllable. . . . separates words into syallables by using the vowel rule.
7	The student is able to divide words into syllables between double consonants or between two consonants.	. . . divides words of double consonants or two consonants between the double consonants or two consonants (e.g., al-low)
7	The student is able to recognize syllables by the vowel sounds heard rather than seen.	. . ., as words are repeated aloud, claps out the syllables by vowel sounds he/she hears.
7	The student knows that in forming syllables, a single consonant between vowels usually goes with the second vowel.	. . . divides words with a single consonant between vowels before the consonant. (e.g., de-bate)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to make contractions of common verbs with "not" (e.g., haven't, don't).	. . . writes contractions of common verbs with "not" from a list given by the teacher. . . ., in his/her written work, uses contractions of common verbs with "not".
1	The student is able to recognize the letter(s) omitted in a contraction.	. . ., given a list of contractions, writes the two words from which they are made.

WRITING
(Punctuation)

1, 7	The student is able to use correct punctuation in his/her writing.	. . . places periods at the end of a statement/sentence or an abbreviation. . . . uses a question mark after a question sentence. . . . uses an exclamation mark after an exclamation sentence. . . . uses a comma after the salutation of a friendly letter and after the complimentary closing of a letter. . . . proofreads his/her written work for possible punctuation omissions and or errors in punctuation and makes corrections.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 7	The student is able to use capital letters appropriately in his/her writing.	. . . uses the following capitals: the first word in a sentence, the first word in a direct quotation, the pronoun I, the salutation of a letter, the first word of the closing of a letter, the titles of specific courses, and the first word in a line of poetry, with numerous contemporary exceptions. . . . capitalizes the beginning letter of the names of a specific person, place, or thing. . . . capitalizes the beginning letter of names of days of week, months, holidays. . . . capitalizes a person's title or the abbreviation of the title if it precedes the person's name. . . . capitalizes the beginning letter of the first word of a sentence. . . . capitalizes the first word in the greeting and closing of a letter. . . . proofreads his/her written work for possible errors in capilization and makes corrections.
11	The student values self knowledge.	. . . is a conscientious worker. . . . eagerly participates in writing activities.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
11	The student values self.	. . . stakes pride in all his/her written work (strives to be neat and write legibly). . . . is eager to write about his/her experiences.
7, 11	The student values the ability to communicate with accuracy and openness.	. . . shows pleasure or satisfaction regarding his/her written work. . . . willingly displays written work for others to see.
11	The student values humor.	. . . includes humor in his/her creative writing stories. . . . includes humor (sometimes) when writing about his/her own experiences.
6	The student values creative activities which express or represent one's knowledge, skills, values, and feelings.	. . . eagerly participates in creative writing activities. . . . enjoys the creative writings of others. . . . feels free to express new/creative ideas.
11	The student values criticism as a means of increasing knowledge of one's weaknesses and strengths.	. . . accepts constructive criticism and uses the information for self-improvement.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student values discipline and concentration.	The student . . . follows classroom rules for quiet work time in writing. . . . shows self-discipline in independent writing activities. . . . indicates a preference for a quiet, disciplined working atmosphere. . . . does not disturb others during work time.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student will appreciate the value of completing certain tasks.	The student . . . through facial expression and verbal comment indicates his/her appreciation and satisfaction for having completed a written assignment. . . . willingly shares or displays his/her written work with others.
2	The student will learn to express his/her feelings in a socially acceptable manner.	. . . expresses through simple written narrations his/her feelings in various situations. . . . expresses his/her feelings in an acceptable manner when writing creative stories. . . . expresses self-feeling in a socially acceptable manner when writing social or thank you letters.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will become aware of his/her strengths and weaknesses in performing learning tasks.	The student . . . circles parts of his/her writing that need improvement. . . . chooses his/her best writing from two or three samples. . . . proofreads his/her work for words he/she does not know how to spell. . . . checks the dictionary or asks the teacher how to spell words. . . . uses spare time to gain extra practice in spelling words. . . . proofreads his/her work for possible errors or omissions in punctuation. . . . accepts the teachers help in noting where specific punctuation should be.
3	The student will recognize the need to make decisions.	. . . tells why he/she has decided to rewrite an assignment (needs to be neater or more legible, etc.) . . . uses the dictionary for correcting the spelling of words. . . . asks the teachers aid in correct placement of punctuation.
4	The student will relate what he/she learns from one day to the next.	. . . keeps a written record of an experiment or study.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . writes questions relevant to a study to be answered on a field trip. . . . uses learned writing skills daily. . . . uses and spells spelling words correctly in other written assignments. . . . applies learned spelling patterns in his/her daily written work. . . . uses the dictionary on his/her own to find out how to spell a word. . . . uses correct punctuation (periods, question marks, commas, capitals) in his/her daily written assignments.
4	The student will recognize that learning is a continuous process occurring in and outside of school.	. . . relates through writing about his/her experiences (trips taken, home responsibilities, something he/she has done or made, etc.)
4	The student will recognize out-of-school learning experiences.	. . . writes about what he/she has learned on a field trip.
7	The student will develop communication skills in writing, listening, and talking.	. . . practices forming letters correctly in manuscript and cursive writing. . . . practices using appropriate spacing of letters. . . . strives to write legibly and neatly. . . . practices spelling words using rules and procedures learned.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . does simple worksheets on which he/she places correct punctuation at the end of sentences. . . . writes sentences using appropriate punctuation (period, question mark, commas, capitals). . . . does simple worksheets on which he/she places correct punctuation at the end and within the sentence. . . . does worksheets on which he/she uses correct punctuation for abbreviations, titles (Dr. Mrs., etc.). . . . does worksheets on which he/she uses commas to separate items in a series; separate city, state; date, year. . . . writes letters using commas after greeting and after closing. . . . does worksheets on which he/she uses capitals where necessary (days, months, holidays, titles, first word of a sentence, names of specific person, place or thing, pronoun I, first word in greeting and closing of a letter). . . . uses appropriate forms in written communication. (social/thank you letter, simple narrations, creative writing).

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student will understand responsibility and the importance of completing assigned tasks.	The student . . . satisfactorily completes writing assignments during allotted time.
8	The student will develop communication skills by following directions and directing others in task accomplishment.	. . . follows directions in practicing skills designed to aid in writing legibly and neatly. . . . follows directions on spelling assignments. . . . follows directions on assignments designed to teach correct use of simple punctuation.

ALL EXPOSURE GOALS

The following Language Arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

6 The student is able to express ideas in simple forms of verse such as haiku, a couplet, a quatrain, a limerick, or a cinquain.

6 The student is able to use some of the musical qualities of poetry in original verse (e.g., rhythmical phrasing, rhyme, meter, alliteration, onomatopoeia).

7 The student knows that a homonym is a word that has the same pronunciation as another, but has a different meaning.

SAMPLE WRITING ACTIVITIES

I. Forms of Written Communication

- A. Narratives (students write story about something he/she has done, trip taken, something that happened to him/her).
- B. Keeping Records (student keeps a record of an experiement, a study).
- C. Creative Writing
  1. in response to a picture
  2. creating ending to open-ended stories
  3. creating a story to a topic or title
  4. using sensory images
- C. Letters (student writes than you letters to resource person).

II. Mechanics of Writing (on-going)

- A. Manuscript: Student and teacher evaluate and suggest areas for self-improvement if needed. Student practices forming letters correctly and using appropriate spacing, margins, headings, etc.
- B. Cursive: Teacher, in sequence, introduces strokes, letters, words and conducts supervised practice giving individual assistance where needed. (e.g., One sequence: , i, t, it; e, l, till, tell, etc.).

III. Spelling - Learning to Spell

- A. Spelling in Written Work
  1. Student and teacher evaluate the work to find and correct possible errors (omitted letters, reversals, misspelled words, omitted words, etc.)
  2. Exercises designed to give student practice in weak areas.
- B. Prefixes - Suffixes
  1. worksheets - lists of words with prefixes and suffixes, student chooses correct word to complet sentence.
  2. Worksheets - words with prefixes and suffixes; student writes the base word.

C. Syllabication
   1. Worksheets: Double consonants, two consonants, single consonant between two vowels.
   2. Clapping out syllables.

D. Contractions
   Worksheets: From two words write the contraction
   From contraction write the two words

E. Dictionary
   1. practice using guide words to find words
   2. check spelling, pronunciation, meaning

IV. Punctuation

A. Worksheets designed to give practice in simple punctuation.

B. Student and/or teacher proofread student's work to find possible punctuation errors and or ommissions. Student uses information for self-improvement.

V. Capitals

A. Worksheets: lower case letters used in place of capitals - student puts capitals where they belong.

B. Student and/or teacher proofreads his/her written work for possible errors in capitalizing. Student uses the information for self-improvement.

SUGGESTED RESOURCES

Use three levels of text: SRA Words and Patterns - Levels A, B, C

Language for Daily Use, Harcourt, Brace and World, Inc.

Let's Write Cursive, Dup. Masters, Hayes

Vocabulary Development, Dup. Masters - Visual Materials, Inc.

Creative Writing, Visual Materials, Inc.

Language Drills and Tests - Hayes

READING GOALS

Grade Three

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed materials needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

WORD ANALYSIS (PHONETIC ANALYSIS)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to use phonetic principles to pronounce unfamiliar words.	. . . uses consonant or vowel digraphs to pronounce unfamiliar words. (e.g., sh, wh, kn, th voiced and unvoiced, ch; vowel combinations: ee, oa, ea, ai, etc.).
		. . . uses phonic rules of long and short vowel sounds in sounding unfamiliar words.
		. . . uses consonant and vowel digraphs to pronounce unfamiliar words. (e.g., ar, er, ir, ur).
		. . . identifies final, medial, and initial consonant sounds in unfamiliar words.
		. . . pronounces words which have silent consonants appropriately.
		. . . recognizes that long and short vowel phonemes differ according to an environment of the word or syllable.

WORD ANALYSIS (STRUCTURAL ANALYSIS)

1, 8	The student is able to use skills of structural analysis to attack unknown words.	. . . recognizes the likenesses and differences in words and letters. (e.g., saw/was; b, p, d)
		. . . recognizes root or base words.
		. . . recognizes prefixes.
		. . . recognizes suffixes.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
CONTINUED		The student . . . recognizes words which commonly are reduced to contractions. . . . recognizes a compound word as a combination of two or more words. . . . decodes compound words in his/her reading. . . . uses basic principles for dividing words into syllables to assist in pronunciation and determination of meaning.
VOCABULARY DEVELOPMENT		
1	The student is able to combine structural and phonetic analysis with context clues to determine the meaning of unfamiliar words.	. . . analyzes affixes to help determine word meanings and functions. . . . recognizes root words as providing basic meaning of new words they form. . . . interprets the meaning of a word from the way it is used in a sentence. . . . uses study of context and pictures in a text to determine the meaning of a word. . . . uses the parts of compound words to understand their meanings . . . changes the meaning of root words by adding affixes. . . . expands his/her sight vocabulary by memorization of new words, learning new words from context, etc.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Vocabulary Development --Continued		The student
8	The student is able to recognize the rhyming sounds in words, phrases, and verses.	. . . completes a verse by adding a rhyming word. . . . matches words that rhyme.
1	The student knows that the dictionary records many meanings for a word.	. . . chooses the appropriate definition of a word to fit a particular context.
READING -- (COMPREHENSION)		
1, 8	The student is able to follow ideas presented in picture and printed form.	. . . uses key words and phrases to answer questions such as who, what, when, where, how, and why. . . . uses illustrations in a story to give additional meaning to the text. . . . summarizes the idea of a paragraph in a brief statement. . . . orders objects or characters according to their appearance in a story. . . . extends a sequence of ideas, facts, or details presented in written material by providing additional related examples of his/her own as an aid to comprehension and retention. . . . locates a topic sentence as an aid in determining the main idea of a paragraph.

COMPREHENSION--CONTINUED

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student is able to relate supporting details to the main ideas in written material.	The student . . . selects details related to characters, setting, and events. . . . selects information dealing with time, place, and culture from written material. . . . identifies specific personality characteristics that can be attributed to characters in a story.
1, 2	The student is able to predict the story outcome from preliminary events presented.	. . . makes predictions of story outcomes from simple picture sequences. . . . completes an open-ended story.
1	The student is able to use the title of a work as a clue for determining the theme or dominant mood	. . . tells what kind of story he/she would expect from the title. . . . makes predictions as to the story events, characters, or outcome from the title given.
READING--STUDY SKILLS		
1	The student is able to select and use appropriate sections of a book for various purposes (e.g., preface for preliminary survey of subject and intent of work, author's background; table of contents, index to locate specific information; glossary to clarify terms; bibliography for additional references;	. . . turns to table of content to find page number of specific selection. . . . looks up words in the glossary for pronunciation and meaning.
1	The student can follow from memory directions which were read.	. . . reads and follows directions on worksheets, etc.

STUDY SKILLS --CONTINUED

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 7	The student is able to classify items into categories.	. . . classifies experiences of story characters in terms of their emotional effect (e.g., happy, sad, frightening, suspenseful). . . . classifies ideas according to commonalities of subject, time, place, mood, character, classes, subclasses, and categories. . . . classifies objects into major categories (e.g., food, clothing, [illegible], furniture, toys, work, recreational).
1	The student is able to skim or reread for specific information.	. . . skims or rereads to find answers to questions.
1	The student is able to use alphabetical organization to locate information needed.	. . . locates words in a dictionary by utilizing guide words and alphabetical order. . . . uses a dictionary to identify the structure and meaning of a word. . . . makes appropriate use of an encyclopedia for a specific purpose. . . . looks up telephone number of a friend.
4	The student is able to use appropriate library skills.	. . . uses the appropriate procedure for checking books and materials in and out of a library. . . . uses the general organization of a library to locate information, find specific book.

READING -- ORAL

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to use appropriate oral reading skills to lend clarity and understanding to the content.	. . . uses voice inflection appropriately for type of sentence (e.g., question or exclamation). . . . enunciates clearly. . . . uses correct phrasing in reading a selection orally. . . . reads a selection fluently with expression. . . . uses the recognition of punctuation to aid him/her in pausing appropriately. . . . uses stress and juncture appropriately.

READING--Purposes

1, 11	The student knows that literature encompasses a wide variety of subject and interest areas in which he/she may find information, satisfaction, relaxation, stimulation, escape, and challenge.	. . . chooses to read in spare time. . . . reads to find information on a specific topic. . . . selects books at an appropriate reading level for his/her needs.
1, 11	The student is able to identify the special areas of reading that interest he/she.	. . . tells what kinds of stories/books likes to read.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	The student . . . continues to develop communication skills in writing, listening, and talking.
2	The student will become aware of his/her strengths and weaknesses in performing learning tasks.	. . . accepts constructive criticism of his/her reading skills and uses the information for self-improvement. . . . keeps a checklist of skills to show progress in improvement.
2	The student will understand, accept, and respect his/her own uniqueness as a result of learning, growth and maturation.	. . . expresses his/her feelings in a socially acceptable manner.
2	The student will become aware that all people possess unique characteristics.	. . . recognizes/accepts that he/she may read better than some and not as well as others through differences in ability, maturation, opportunity, etc.
4	The student will relate what he/she learns from one day to the next.	. . . applies learned reading skills day to day and from subject to subject.
4	The student will recognize out-of-school learning experiences.	. . . shares articles or books that have been a source of interest and reading at home that gives additional information to a study.
2	The student will learn to establish, although tentative, personally relevant goals.	. . . explains why his/her production usually differ when he/she has a goal than when he/she has none.
4	The student will recognize relationships between education and career preparation.	. . . identifies reading as a necessary skill in the world of work. . . . gives example of occupations where reading skills are necessary.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
3	The student will recognize the need to make decisions.	. . . will identify and state personal goals as part of making career decisions.
7	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . develops cognitive skills for problem identification. . . . can locate and organize information.
7	The student will read at a level commensurate with his/her physical maturation and educational development.	. . . reads books/material appropriate to his/her instructional level (teacher selected). . . . selects and reads books at an appropriate reading level for his/her needs.
7	The student will understand the importance of communication skills at home.	. . . tells in what ways reading is important at home. (e.g., newspaper, recipes, letters, labels, etc.) . . . tells why reading is important at school.
8	The student will recognize the implications of working, with and without supervision, independently and with others.	. . . cooperates on tasks and states how cooperation makes the job easier.
8	The student will develop communication skills by following directions and directing others in task accomplishment.	. . . follows directions.
8	The student will understand responsibility and the importance of completing assigned tasks.	. . . assumes responsibility for and satisfactorily completes assignments in reading.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1	The student will appreciate the value of completing certain tasks.	. . . through facial expression and/or verbal comment indicates satisfaction for having completed his/her work. . . . willingly shares his/her product with others.
1	The student will recognize individual differences and become tolerant in his/her interpersonal relationships.	. . . can relate good things about others which help him/her develop as a person.
1	The student will demonstrate appreciation of others through group experiences.	. . . listens politely to another read in a small group. . . . helps others in small group reading experiences. . . . accepts help from others in small group reading experiences.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

1 The student knows that homonyms are words which have the same pronounciation but different meanings.

1 The student knows that antonyms are words whose meanings are opposite.

1 The student knows that a synonym is a word that has the same or nearly the same meaning as another word.

1 The student is able to use synonyms, homonyms, and antonyms to increase his/her vocabulary and to make meanings more precise.

SPEAKING GOALS

Grade Four

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7, 8	The student knows that communication depends upon speaking distinctly with adequate volume for the words to be understood, and that the larger the audience, the more care must be given to articulation.	. . . speaks clearly in regular class situations and in large group situations with or without the microphone.
7	The student is able to make his/her voice heard by all his/her listeners.	. . . adjusts his/her voice volume to the size of the room, stage, classroom or large group.
10	The student is able to maintain good posture in sitting, standing, and walking.	. . . uses good posture when giving an oral report or sharing in front of a class.
10	The student knows that gestures include movements of the head, feet, arms, and body, as well as facial expressions.	. . . uses appropriate arm movements when explaining the size of an object about which he/she is sharing or reporting.
10	The student knows that pantomime is the expression of meaning and feeling through body action without the use of language.	. . . can successfully play "charades".
7, 10	The student is able to interpret characters through pantomime, charades, and role playing.	. . . role plays from a book or story read and the class can easily determine which character he/she is portraying.
4, 7	The student knows the basic elements of courtesy desirable in person-to-person conversation,	. . . courteously calls an adult to ask for information, to particpate on a panel or borrow articles for a project.
4	The student is able to "stick to the point," keeping his/her remarks relevant.	. . . asks relevant questions following a resource speaker's presentation. . . . sticks to the point in class discussions.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
	The student is able to apply the rules of courtesy in remarks whether or not he/she is in agreement with others in the group.	The student . . . uses tact and unoffensive language when disagreeing with others in a group. . . . does not interrupt another who is presenting a point with which he/she disagrees.
4, 7	The student is able to summarize the main points of the discussion and the resulting decisions if there were any.	. . . can verbally summarize the main points of a class discussion before a group decision is made.
4	The student values discussion.	. . . suggests a group discussion to solve a problem.
5, 8	The student knows that his/her own interests and experiences are valid sources of speech topics.	. . . chooses a topic for a presentation that deals with his/her own experiences (sports, trips, family, etc.)
7	The student knows that a speech topic should be important to both the speaker and the audience.	. . . chooses a topic such as "pets" "sports" or similar topics which are of high interest to classmates.
4	The student knows that criticism may be constructive or destructive.	. . . can criticize peers constructively with objectiveity. . . . does not critize peers in a destructive manner. . . . graciously accepts criticism.
5, 11	The student knows that constructice criticism is a valuable aid to improvement. The student values criticism as a means of increasing knowledge of one's weaknesses and strengths.	. . . shows an improvement in oral presentations after constructive criticism has been given. (e.g., speaks louder) . . . relates how criticism has helped him/her improve.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student knows considerations for accepting criticism including: (1) don't take it personally, (2) keep a record, (3) set new goals based on the evaluation.	. . . has positive attitude toward peers, even when they have given criticism. . . . writes list of ways to improve self, including asking for help.
4, 8	The student knows the qualities of helpful criticism: it is tactful, specific, significant, and free from bias or spite.	. . . is tactful, specific, and free from bias or spite.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4	The student will become aware of the connection between in school and out-of-school learning experiences.	. . . tells how telephone courtesy learned at school can be helpful at home. . . . explains how speaking skills learned at school can be used in the world of work.
5	The student will become aware of the variety of of jobs in the community and region.	. . . gives an oral report about a specific job that uses good speaking skills. . . . asks questions of a resource person and gives an oral report on specifics of that occupation.
8	The student will demonstrate the importance of communication skills.	. . . can explain the importance of speaking skills for specific jobs (e.g., secretary answering phone, secretary talking with clients, etc.)

PROGRAM GOALS - LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4, 5, 7	The student knows the elements of the communication process and their relationships: sender, receiver, message, and medium.	. . . asks pertinent questions. . . . follows instructions and or directions. . . . can name the four elements of the communication process and state their relationships.
3, 11	The student knows that language reflects a culture's interests, values, and activities.	. . . can list words that are examples of words that reflect a culture's interests, such as: snowmobile, baseball, astronaut.
5	The student knows that a word's derotation identifies it by naming it.	. . . can state the meaning of the term denotation.
5	The student knows that concrete words are symbols for things that can be perceived directly by the senses (e.g., car, dog, chair).	. . . can state the meaning of the term "concrete".
5	The student knows that abstract words are symbols for things that cannot be perceived directly by the senses (e.g., honor, honesty, love.)	. . . writes a short essay on "What honor means to me" etc. . . . can classify words as either abstract or concrete.
5, 7, 11	The student knows that a speaker ordinarily communicates in order to influence others--"to affect with intent."	. . . can explain verbally what affect a speaker had on him/her. . . . can give example of at least three ideas which a speaker used to try to influence the audience. . . . can state at least one purpose for speaking.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
11	The student knows that language provides a technique for grasping experience by segmenting, classifying, and labeling "things."	. . . can state examples of language that segments experience (i.e., before 1970, after 1970). . . . can state examples of language that classified experience (i.e., funny, sad, etc.) . . . can write examples of language that labels things (i.e., apples, oranges).
1, 7, 8	The student knows ways that the communication process may be interrupted, impaired, or distorted.	. . . can state at least five ways that a communication can be interfered with. (e.g., difference in interpretation of referents by sender and receiver, poor choice of language, poor articulation, inattentiveness).
5	The student knows that there are approximately 44 phonemes in the English language.	. . . can recognize and give correct sound for the phonemes in isolation or in words. . . . can state the approximate number of phonemes in the English language.
1, 7, 11	The student knows that writing is not merely "talk written down"--that there are conventions of "written speech" which differ from speaking (e.g., pauses, length and structure of sentences, sophistication of vocabulary).	. . . can write reports in the correct written form. . . . can write friendly letters with clear meaning and correct usage of language. can state five ways that written speech differes from oral speech.
1, 7, 8	The student knows that nouns have singular and plural forms.	. . . uses correct form of nouns in letters, stories, reports and spelling sentences. . . . can classify nouns by singular and plural.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 7, 8	The student is able to recognize singular and plural forms of the same noun in sentences.	. . . can use a noun, both plural and singular in spelling sentences.
1, 7, 8	The student is able to recognize in sentences nouns that have regular plural forms, irregular forms, and identical singular and plural forms.	. . . recognizes the different forms of nouns by correctly completing reading worksheets.
1, 7, 8	The student knows that the final consonant sound of the past tense of regular verbs is either "d," "ed," or "t".	. . . correctly uses the past tense in writing, spelling and speaking.
1, 7, 8	The student knows the characteristic noun suffixes: -age, -acy, -al, -arce, -ence, -ard, -dom, -er, -or, ery, -hood, -ion, -tion, -ism, -ity, -ment, -ness, -ship, -ty, -ure.	. . . can use suffixes in his/her creative writing.
1, 7, 8	The student knows the characteristic verb affixes: prefixes--be-, en-, em-, re-, with-; suffixes-- -ate, -em, ify, -ia.	. . . can use affixes in his/her writing and speaking.
7	The student knows the proper nouns name particular persons, places, or things.	. . . can identify proper nouns on worksheets or reading workbook pages.
7	The student knows that a pronoun can be substituted for a noun.	. . . can use the correct pronouns in his/her writing and speaking.
11	The student values the ability to communicate with others.	. . . participates willingly in discussions, presentations, letter writing and conversation.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student knows that communication skills are necessary in all careers.	The student . . . can list communication skills necessary for occupations in business and office cluster. . . . can choose a job in the business and office cluster and state why his/her communication skills would be adequate or not adequate for that specific job.
8	The student knows that occupations have characteristic vocabularies (i.e., jargon).	. . . can write and converse with people in specific occupations using at least two words that are characteristic in that job.
4	The student knows that modes of communication, both spoken and written, vary with the type of job and kind of work environment.	. . . can give examples of communication for different types of jobs. (e.g., verbal instructions to a framing crew vs. memoranda in a corporation).

LISTENING SKILLS

Grade Four

PROGRAM GOALS -- LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information throug purposeful and critical observation and listenting.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS -- CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
8	The student knows that listening for a purpose contributes to the value and efficiency of the process.	. . . can explain that if he/she is aware of purpose for listening, he/she will do better. . . . can answer questions on a worksheet with 90% or better accuracy following a listening lesson. . . . writes questions prior to a speaker's presentation and listens for the answers.
8	The student is able to listen for a specific purpose (e.g., for instructions, main ideas, supporting details).	. . . listens for a specific purpose and is able to answer correctly 80% the written quiz following the lesson. . . . can state the main idea of a book or story read in "story time".
8	The student is able to adapt his/her level of attention to his/her purpose in listening.	. . . listens for details in the listening lesson but listens for over all ideas in the stories read for story time. . . . can draw a picture while listening to a story. . . . can show a high degree of accuracy on a written test after a review. (listening for accurate recall).
8	The student is able to focus attention on the person or group speaking.	. . . does not talk or move out of his/her seat during a listening lesson. . . . does not interrupt when others are speaking.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
CONTINUED		. . . does not asks questions aloud during a presentation. . . . does not get out of seat during a presentation.
8	The student is able to follow oral directions (e.g., for playing games, marking worksheets, drawing pictures.)	. . . follows the directions given during or after a listening lesson. . . . can successfully play a game after it has been explained. . . . draws a picture which is relevant to the story or accurate for the directions given.
11, 4	The student appreciates discipline and concentration.	. . . can relate that he/she does very well on the quizes when he/she has listened attentively and does poorly when he/she has not concentrated.
7, 8	The student is able to respond appropriately to speakers (e.g., ask questions, make contributions).	. . . asks relevant questions after a presentation has been made. . . . contributes from personal experience information which is relevant.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
4	The student will become aware of the connection between in-school and out-of-school learning experiences.	. . . can explain how learned listening skills in school relate to out of school experiences (e.g., at home, parents jobs, etc.)
5	The student will identify basic responsibilities and performance standards which are necessary to succeed in any career.	. . . can state the necessity of good listening skills for all occupations.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
Continued		The student . . . can list five reasons why good listening habits are necessary for occupations in the business and office cluster.
7	The student will develop communication skills.	. . . can explain the importance of developing listening skills.
5	The student knows that listening skills are vital to safety, accuracy, efficiency, and effectiveness in the world of work.	. . . listens carefully and follows directions when working on the products to sell at the fair. . . . can list times when not listening could be dangerous.

SAMPLE ACTIVITIES

1. Listening to sounds about us
2. Learning to remember
3. Listening for detail
4. Listening for similarities
5. Following directions
6. Recognizing emotional reactions
7. Listening for the right word
8. Listening to rhyming words
9. Speed comprehension
10. Associations
11. Learning to use judgement
12. Turn around words
13. Drawing conclusions
14. Understanding directions
15. Hidden words
16. Alertness test
17. Listening for sequence
18. Being aware of sounds

SUGGESTED RESOURCES

Listening lessons from all the Social Studies and Career Education packets.

Workbook lessons from:

Perceptual Communication Skills
Selma and Herr
Instructional Material and
Equipment Distributors

SENTENCE CONSTRUCTION

Grade Four

PROGRAM GOALS -- LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
6. The student writes honestly, creatively, clearly, and legibly.
7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.
8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.
11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS -- CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
6, 7	The student is able to write in either first person or third person.	The student . . . writes sentences in both first and third person.
6, 7	The student is able to write a message (i.e., translate the loosely structured, verbal form into the technical language of the written note.)	. . . can write a complete sentence in his/her own words from oral dictation.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6, 7, 11	The student is able to write letters to newspapers, businesses, and political figures to broaden his/her experience in writing to different people for a variety of purposes.	. . . writes a letter to the governor about an ecology problem in our state.
6, 7	The student is able to write simple narrations of class activities (e.g., experiments, announcements, class logs).	. . . writes a report on the activities involving the career fair.
7	The student is able to write a social letter.	. . . writes at least two letters per month to resource persons utilizing heading, greeting, body, closing and signature.
7	The student is able to improve legibility through appropriate paper, pencil, and body positions.	. . . can write legible sentences by the end of the first trimester.
7	The student is able to use margins and headings appropriately.	. . . uses margins and headings appropriately for stories, sentences and paragraphs.
7	The student is able to elect a writing tool (pencil, ball point pen, flow pen) appropriate to the kind of writing task.	. . . uses a pencil for the first copy then a ball point pen for the final copy. . . . uses a flow pen for lettering graphs, maps and art work.
7	The student is able to select and use a writing form (manuscript or cursive) appropriate to his/her writing task (e.g., manuscript for charts, maps, and posters).	. . . uses cursive writing for sentences and stories. . . . uses printing for lettering, maps, charts, folder covers and labeling art work.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1, 7	The student knows that dictionaries are the most comprehensive and authoritative source for correct spelling.	. . . readily uses the classroom dictionaries to find out the correct spelling of a word.
7	The student knows that some nouns have the same spelling for both singular and plural forms (e.g., sheep, deer, wheat, moose).	. . . can identify these irregular plural nouns on a work sheet.
7	The student is able to make contractions of common verbs with "not" (e.g., haven't, don't).	. . . uses the correct contractions of common verbs in his/her sentences.
1, 7	The student knows that a comma is used after the salutation and complimentary closing of a letter.	. . . uses commas correctly in the salutation and complimentary closing of a letter.
1, 7	The student knows that commas are used to separate items in a series or the short main clauses in a series.	. . . uses commas to separate items in a series or short main clauses on a work sheet. . . . uses commas to separate items in a series or short main cluases in their written reports, stories or letters.
1, 7	The student knows that the pronoun I is capitalized.	. . . capitalizes the pronoun, I when ever he/she uses it in his/her writing.
1, 7	The student knows that the names of months and holidays are capitalized.	. ... capitalizes the names of months and holidays in his/her written work.
11	The student appreciates the ability to communicate in written form.	. . . volunteers to write a story or letter
1	The student is able to interpret the meaning of a word from the way it is used in a sentence.	. . . uses a spelling word in a sentence to indicate he/she understands the meaning of that word. . . . correctly guesses the meaning of an unfamiliar word from the way it is used in a sentence.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1, 7, 8	The student knows that nouns have singular and plural forms.	. . . can give the plural forms for a given list of nouns.
1, 7, 11	The student knows that writing is not merely "talk written down"-- that there are conventions of "written speech" which differ from speaking (e.g., pauses, length and structure of sentences, sophisfication of vocabulary).	. . . writes sentences for a special audience using the standard English form.
1, 7, 8	The student is able to recognize singular and plural forms of the same noun in sentences.	. . . writes the singular and plural forms of nouns found in sentences.
7	The student knows that proper nouns name particular persons, places, or things.	. . . uses proper nouns and capitalizes them in sentence construction when appropriate.
7	The student knows that a pronoun can be substituted for a noun.	. . . substitutes appropriate pronouns for nouns in sentence construction using spelling words.
6, 7, 11	The student is able to write out of his/her own experience, internal as well as external.	. . . writes his/her experiences each week in his/her writing journal.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
4	The student will understand that learning is based in part or prior experiences.	. . . can state how his/her learning this year is built on previous experiences.
4	The student will become familiar with the relationship between in-school experiences and career direction.	. . . can, after hearing a resource person or taking a field trip, explain the relationship of learning proper English to the world of work.

ENCYCLOPEDIA SKILLS

Grade Four

PROGRAM GOALS --LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

PROGRAM GOALS -- CAREER EDUCATION

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2, 3	The student values reading as a basic aid.	. . . reads to find specific answers to the encyclopedia cards questions.
1	The student is able to select and evaluate information in reading related to specific questions.	. . . can locate the specific section in the encyclopedia, items to find the answer (e.g., history, products, geography etc.)
1	The student is able to use key words and phrases to answer questions such as who, what, when, where, how, and why.	. . . answers correctly the questions on the encyclopedia cards when asked who, what, when, or where.
1	The student is able to recognize the key words in written directions.	. . . finds the correct encyclopedia to locate the answer (e.g., Where is George Washington University located?)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1	The student is able to select appropriate reference works for a specific use.	The student . . . uses encyclopedias to find the answers to questions on the cards. . . . does not use the encyclopedia to locate the definition of a word.
1	The student is able to use alphabetical organization to locate information needed.	. . . locates the correct encyclopedia with ease. . . . locates the item needed in an encyclopdia with ease. (i.e., moves back or forward as indicated.
1	The student is able to make appropriate use of an encyclopedia for a specific purpose.	. . . locates answers to 90% of the questions correctly for one set of encyclopedia cards.
1	The student is able to use a variety of encyclopedias.	. . ., who finishes the first set of encyclopedia cards, utilizes a different set of encyclopedias to answer the second set of questions.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student will understand the skills necessary to locate and organize information.	. . . uses the encyclopedia to locate correct answers to specific questions. . . . uses his/her skills in alphabetizing to efficiently and quickly locate needed information.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student will understand the implications of working with and without supervision, independently and with others.	The student . . . accepts responsibility for finishing one set of encyclopedia cards in allotted time. . . . works at his/her own speed without supervision when he/she has extra free time.

SAMPLE ACTIVITIES

1. Each student goes through at least one set of Encyclopedia Skills cards (teacher made)
2. The student records answers in their encyclopedia folder.

SUGGESTED RESOURCES

1. Encyclopedia cards
2. World Book Encyclopedias
3. Junior Britainnica Encyclopedias

READING AND LITERATURE

PROGRAM GOALS - LANGUAGE ARTS

GRADE FOUR

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

3. The student is able to use information in determining alternatives and reaching decisions.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2	The student is able to read a literary text literally (i.e. know what, where, and who:)	. . . can answer questions orally or in writing concerning what, where, and who in a story.
2	The student is able to support a subjective response (i.e. explain why the book was liked or disliked).	. . . can give reason for liking or disliking a book in a written book report. . . . can answer why and why not questions.
2,3	The student is able to elaborate a response through imaginative speculation about "what might have been," thus creating a kind of creative empathy with the book.	. . . writes his/her own original creative ending for a book before reading end of book. . . . states several alternatives to what might have been. . . . answers "what might have been if" questions.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,3,11	The student is able to come to a deeper understanding of self and other through the empathetic and active reading of literature.	. . . includes a handicapped peer in games. . . . listens to stories about a handicapped child or person.
2,3	The student is able to be more sensitive to beauty and human feeling through reading and applying literature to his/her personal experience.	. . . relates personal experiences to a story read (e.g. "Grandma for Christmas")
2,11	The student is able to expand the range of his/her emotional responses by empathizing with characters' feelings.	. . . accepts a child as a friend that has a problem, possible similar to one in a story or book which has been read.
2,11	The student is able to cope with conflicts by identifying with fictional characters in reading and learning from the fact that they share conflicts, characteristics, attitudes, and needs.	. . . solves problems on the playground by trying a solution to a similar problem found in his/her reading.
2	The student is able to distinguish between fiction and non-fiction.	. . . can locate fiction and non-fiction in the school library. . . . can categorize stories as to fiction or non fiction.
2,5	The student is able to establish personal criteria for the selection of reading material.	. . . chooses material that interest him/her during free selection for reading. . . . states why he/she chose book he/she did.
2,3	The student values reading as diversion and relaxation.	. . . reads during free time activities.
2	The student knows that a book title may function to suggest or to direct toward a main idea or theme, to arouse the reader's curiosity, to establish mood, or to give emphasis.	. . . can choose books from the library which show titles that suggest the main theme of the book. . . . tell what they think the story is about from a title of a book.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student knows that a plot is a series of events that tells a story.	. . . writes ten sentences or less to tell the story in sequence.
2	The student knows that dialogue (what is said) helps to develop characters.	. . . can choose dialogue of specific characters to indicate characteristics of that character.
2,3	The student knows that a biography/autobiography is the history of an individual's life.	. . . writes his/her autobiography. . . . writes the biography of a friend or family member.
2,3,11	The student values his/her own responses to literature.	. . . shares enthusiastically a story read or heard.
2,3	The student values the response of others to a literary text.	. . . listens attentively to another who is sharing about a story or book.
2,3	The student values children's literature for its diversity, its imaginativeness, and the delight it gives to readers of every age.	

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student will become aware of a sensitivity to other people regardless of race, creed, color or ethnic background.	. . . gives an oral report to the class about a story dealing with people of different races, creeds, color or ethnic origin. . . . includes peers of other races and colors, or ethnic background in games at recess or in class.
3	The student will identify factors that limit his/her choices.	. . . can explain why his/her reading ability limits the books he/she can read.

CREATIVE DRAMATICS

Grade Four

PROGRAM GOALS -- LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS -- CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2	The student knows that a plot is a series of events that tells a story.	The student . . . can list the series of events in a story which he/she will dramatize.
2	The student knows that dialogue (what is said) helps to develop characters.	. . . uses dialogue to illustrate characterization.
1, 7, 8	The student knows ways that the communication process may be interrupted, impaired, or distorted (e.g., difference in interpretation of referents by sender and receiver, poor choice of language, poor articulation, inattentiveness).	. . . can state at least five ways that communication can be interfered with when giving a creative dramatic presentation. . . . values the ability to communicate with others. . . . volunteers to be in a creative dramatics play.
1	The student is able to read a story selectively for particular information (e.g., for recalling the sequence of events in a story, for locating the part of a story which describes a character, for selecting the part of the story which expresses emotions).	. . . can choose a section of a story which is a good one for "acting out". . . . can recall the sequence indicated by the story. . . . can express the emotions.
1, 4	The student is able to share his/her reading interests and experiences with others.	. . . can act out a story from the reading lesson.
1	The student is able to order objects or characters according to their appearance in a story.	. . . lists the order correctly, of objects and/or characters as they appear in a story.
8	The student is able to follow simple verbal directions telling him/her to execute a prescribed sequence of actions.	. . . follows the verbal directions of the teacher to "act out" a prescribed set of actions (i.e., preparations and going on a picnic or field trip.)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2, 3	The student is able to elaborate a response through imaginative speculation about "what might have been," thus creating a kind of creative empathy with the book.	. . . can plan and "act out" a different ending for a story read.
7, 8	The student knows that communication depends upon speaking distinctly with adequate volume for the words to be understood, and that the larger the audience, the more care must be given to articulation.	. . . can be heard clearly when in a creative dramatic play in a large group situation.
10	The student knows that pantomime is the expression of meaning and feeling through body action without the use of language.	. . . can give a good pantomime so that the class can guess accurately what he/she is portraying.
10	The student knows that gestures include movements of the head, feet, arms, and body, as well as facial expressions.	
10	The student knows the steps in preparing and presenting a pantomime: (1) select an action, (2) identify with the character, (3) exaggerate movements and expressions, (4) present the action in a logical sequence.	. . . helps another student to select, prepare and give a pantomime.
10, 11	The student appreciates nonverbal communication (i.e., body language).	. . . enthusiastically takes part in a pantomime. . . . takes part as a member of the audience for the others in the class.
7, 10	The student is able to interpret characters through pantomime, charades, and role playing.	. . . shows a variety of characters through charades, pantomime and role playing (e.g., various jobs).

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
10	The student is able to use costumes, props, and simple scenery to enhance dramatic effect.	. . . selects and uses the simple costumes in the classroom for a special creative dramatic presentation. . . . makes simple scenery for his/her presentation.
7, 10	The student is able to engage in creative dramatic play based on stories read or heard.	. . . "act out" the reading story.
7, 10	The student is able to plan scenes of a familiar story and take part in presenting them in a largely extempore dramatization.	. . . can work with two - five classmates to plan and present a dramatization of an old familiar fairy tale.
4	The student knows that constructive criticism is a valuable aid to improvement.	. . . can list several things in which he/she will improve when giving the next presentation. . . . can evaluate other student's presentations using criteria established by the class. . . . can accept graciously the evaluations made by his/her classmates.
2	The student knows that the theme, or main thought of a play, is shown through the action of the story.	. . . identifies the theme of the story by dramatizing it.
2	The student knows that a character acts to get what he/she want in story.	. . . shows by the words he/she uses and his/her actions what he/she intends to have the audience understand.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student knows that communication skills are necessary in all careers.	The student . . . dramatizes the importance of communication skills to a specific career (e.g., Doctor, teacher, clerk, waitress, etc.)
1	The student will become aware that others rely on him/her to complete an accepted task.	. . . can work in a group of 3-5 to plan and prepare a creative dramatic presentation.
2	The student will recognize that the expectation of others influence his/her behavior.	. . . participates in a group presentation because the teacher expects it. . . . does not disrupt his/her small group while they are preparing a presentation. . . . works willingly to carry out his/her part in the presentation.

ALL EXPOSURE GOALS

The following language arts goals have been identified as exposure goals. i.e., students are exposed to the concepts but proficiency is not expected.

2, 11 The student is able to expand the range of his/her emotional responses by empathizing with characters' feelings.

CREATIVE DRAMATICS

SAMPLE ACTIVITIES

1. Lessons in creative dramatics (how to use facial expressions, body, hands, voice, etc., to be most effective).
2. Practice in small groups
3. Plan and prepare presentations for class and large audiences.

SUGGESTED RESOURCES

Books:

Fairy tales
Myths
Folk Tales

WRITING GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade Four

1. The student comprehends the printed material needed to succed in his/her educational, vocational, and social interests and inquirires.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

6. The student writes honestly, creatively, clearly and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
6,7,11	The student is able to write out of his/her own experiences, internal as well as external.	. . . writes a theme on "self" and illustrates. . . . writes a story about a specific experience.
6,7	The student is able to write in either first person or third person.	. . . can write a story in first person. . . . can write a narration in tHird person.
6,7	The student is able to write a message.	. . . writes a record of something seen or heard. . . . takes accurate information from a phone call and writes it down for others.

L.A. PROGRAM GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6,7,11	The student is able to write letters to newspapers, businesses, and political figures to broaden his/her experience in writing to different people for a variety of purposes.	. . . can write letters for information. . . . can write letters to state an opinion.
6,7	The student is able to write simple narrations of class activities.	. . . can report to the class in a simple narration from the student council meeting. . . . can write a committee report to be shared with the class.
7	The student is able to form the plural of numbers and letters by adding apostrophes.	. . . uses the correct spelling of plural numbers when writing them.
7	The student knows that when words end in y preceded by a consonant, the y is changed to i before adding es, and words ending in y preceded by a vowel retain the y and s is added.	. . . can write words correctly in plural form that end in y or a vowel and a y. (E.G. berry, berries, turkey, turkeys.)
7	The student knows that when prefixes are added to root words, double letters occur if the last letter of the prefix is the same as the first letter of the roote word.	. . . can write words correctly when prefixes are added to root words (e.g. cooperate)
7	The student is able to distinguish the affixes from the root parts of words as an aid in spelling.	. . . can write the root word from words with affixes in spelling work book.
7	The student knows that every syllable must contain a vowel.	. . . can correctly identify every vowel in every syllable on a written worksheet.
7	The student is able to recognize syllables by the vowel sounds heard rather than seen.	. . . can correctly give the sound heard in specific syllables when asked.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to use appropriately the standard abbreviations for dates, time measurement.	. . . correctly uses the appropriate abbreviations for dates and time in his/her writing.
1,7	The student knows that the colon is used between the hour and the minutes when writing the time.	. . . uses a colon between the hour and minutes when writing the time (e.g. 9:30)
1,7	The student knows that it is customary to capitalize references to a deity.	. . . capitalizes "God" in his/her written work.
1	The student is able to perform eye-hadd coordinations as appropriate to copy letter forms.	. . . makes clear and legible letters of the alphabet.
1	The student is able to follow directions which have progressive degrees of complexity.	. . . can write legibly at an increased speed.
7	The student is able to improve legibility through appropriate paper, pencil and body position.	. . . shows improvement in legibility when comparing the first lesson in the fall with the last lesson in the spring.
7	The student is able to use margins and headings appropriately.	. . . uses correct margins and headings when writing a paragraph for a penmanship lesson. . . . can use correct margins and headings when writing a thank-you letter to a resource person. . . . can use margins and headings correctly on all written assignments.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student is able to select a writing tool appropriate to the kind of writing task.	. . . uses a pencil for penmanship. . . . uses a pen when copying a report. . . . uses a flow pen when lettering a chart, etc.
7	The student is able to analyze his/her own handwriting according to letter formation, slant, and spacing.	. . . analyzes his/her own handwriting and corrects his/her letter formation according to slant and spacing.
7	The student is able to select and use a writing form appropriate to his/her writing task.	. . . uses cursive form for stories and letters. . . . uses manuscript form for charts, maps, posters and picture captions.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize that participation in school classes and activities may relate to his/her occupation or use of free time throughout life.	. . . can relate the need of legibility in communications. . . . can state examples of where poor legibility could hinder success on the job.

SAMPLE ACTIVITIES

1. Thank you letters.
2. Letters of invitation to parents.
3. Creative Writing - stories,,poems, etc.
4. Labeling maps, charts, posters.
5. Weekly penmanship practise of 1/2 hour under teachers instruction and supervision.

CREATIVE WRITING

Grade Four

PROGRAM GOALS -- LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his/her educational, vocational and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations. and points of view.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS -- CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

5. The student acquires knowledge of the wide range of careers.

6. The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1	The student knows the vocabulary necessary to describe a concrete or representational object.	. . . describes his/her house, using description words. (e.g., size, shape, color, texture.)
1, 4, 7	The student is able to provide a logical portion to a group story.	. . . can write a part of the group story using logical progression.
1	The student is able to make predictions of story outcomes from simple picture sequences.	. . . can write a story by looking at a series of pictures.
2, 3	The student is able to elaborate a response through imaginative speculation about "what might have been," thus creating a kind of creative empathy with the book.	. . . can write another ending (one he/she made up) for a story read.
2	The student knows that a limerick is a nonsense poem of five lines with a metrical foot consisting of two short syllables followed by a long one, or two unaccented syllables followed by an accented one.	. . . can write a limerick using the correct form.
4	The student knows that constructive criticism is a valuable aid to improvement.	. . . improves his/her creative writing using constructive criticism received from the teacher or classmates.
6, 7	The student is able to write in either first or third person.	. . . can write a story in both first and and third person.
5, 6, 10	The student appreciates creativity.	. . . volunteers to write creatively. . . . displays enjoyment while writing a creative story. . . . listens eagerly to the creative stories of his/her classmates.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6	The student is able to write original myths and fables.	. . . writes an original myth or a fable including the proper elements.
6	The student is able to express ideas in simple forms of verse such as haiku, a limerick, or a cinquain.	. . . can write a haiku, a limerick and a cinquain.
7	The student is able to select a writing tool (pencil, ball point pen, flow pen) appropriate to the kind of writing task.	. . . uses a pencil for the first draft of a story and then copies it in ball point pen for the final draft.
1, 7	The student knows that commas are used to separate items in a series or the short main clauses in a series.	. . . uses commas to separate items in a series or the short main clauses in a series when writing a creative story.
4, 5, 7, 11	The student appreciates the ability to communicate.	. . . enthusiastically volunteers to write for the reason of communicating a specific idea. (e.g., why we should all vote, etc.)

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
5	The student will understand the way in which occupations relate to needs and functions of society.	. . . can write an article explaining the role of journalists in our society (e.g., why they are needed, etc.) . . . can write a creative story "A Day in the Life of a Journalist."
1	The student will recognize that a task well done is rewarded by self satisfaction and recognition from others.	. . . shows pleasure when complemented on his/her creative writing. . . . is eager to display his/her creative writing for others to see.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2	The student is able to write out of his/her own experience, internal as well as external.	. . . writes about experiences and how he/she feels about them (e.g, in his/her "Being Me" book)
2	The student is able to give personal information about himself/herself.	. . . writes a story about himself/herself.
4	The student knows that communication skills are necessary in all careers.	. . . writes a report on the training and skills needed to be a journalist.
1	The student appreciates the ability to communicate with others.	. . . writes a story about the importance of communication in his/her lives.
6	The student is able to interpret the techniques which advertisers use to create favorable attitudes toward their product and persuade customers to buy.	. . . writes a good advertisment for a "make believe" product.

SPEAKING GOALS

Grade Five

PROGRAM GOALS - LANGUAGE ARTS

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7	The student knows that rate of speech affects ability to communicate, and that normally a large audience requires a slower rate than a small one.	The student . . . uses a slower rate of speech when speaking to a large group. . . . evaluates speech rate of taped speeches. . . . uses rate of speech acceptable to listeners
7	The student is able to project his/her voice appropriately for the speaking occasion (e.g. class, play).	. . . adjusts his/her volume to the size of the room/group.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
10	The student knows the steps in preparing and presenting a pantomime: 1) select an action, 2) identify with the character, 3) exaggerate movements and expressions, 4) present the action in a logical sequence.	. . . follows the proper steps when presenting pantomimes. . . . Discusses the proper steps. . . . Lists the proper steps.
10	The student is able to use dramatizations to communicate information.	. . . uses pantomime, charades or role-playing to portray a famous personality. . . . pantomimes an important event in U.S. history. . . . pantomimes well knows story/saying. . . . can discuss actions which show meaning and feelings portrayed during a pantomime. . . . role plays problems involving home and school rules and solutions. . . . participates in a skit advertising the candy sale.
10	The student is able to use simple costumes, props, and scenery to enhance dramatic effect.	. . . uses simple costumes, props and scenery when presenting skits. (e.g. important events of the Revolutionary War).
11	The student values imagination.	. . . participates in role playing situations.
11	The student values creative activities which express or represent one's knowledge, skills, values and feelings.	. . . dramatizes what it would have been like during the Colonial Period.
10	The student is able to apply the rules of courtesy in remarks whether or not he/she is in agreement with others in the group.	. . . allows others to speak and/or disagree

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4,7	The student knows the basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation.	. . . demonstrates the basic elements of courtesy during person-to-person conversations, group conversations and telephone conversations. . . . lists several basic elements of courtesy necessary during various types of conversations.
4,7	The student is able to "stick to the point," keeping his/her remarks relevant.	. . . sticks to the point during class discussions. . . . asks relevant questions of a resource speaker. . . . asks relevant questions during inquiry sessions. . . . does not share personal happenings during a resource speakers presentation.
4,5,7	The student is able to apply the rules of courtesy in remarks whether or not he/she is in agreement with others in the group.	. . . is courteous when disagreeing with others in a group. . . . does not interrupt another who is presenting a point with which he/she does not agree.
5,8	The student knows that his/her own interests and experiences are valid sources of speech topics.	. . . makes an oral presentation showing and/or explaining his/her hobby.
4	The student knows that criticism may be constructive or destructive.	. . .lists criticism that is destructive, then restates it to be constructive. . . . gives constructive criticism of others after oral presentations.
4	The student knows considerations for accepting criticism including: 1) don't take it personally, 2) keep a record, 3) set new goals based on the evaluation.	. . . demonstrates improvement in an oral presentation after [illegible] constructive criticism.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
4 11	The student is able to accept criticism and use it as a basis for imorovement. The student values criticism as a means of increasing knowledge of one's weakeesses and strengths.	. . . does not get angry when constructive criticism has been given. . . . list ways to improve his/her own presentation. . . . lists suggestions for others to improve. . . . shows improvement in oral presentations as a result of criticism received.
4	The student values discussion.	. . . participates in discussion. . . . uses discussion to settle differences with others. . . . suggests discussions as a way to resolve problems.
4,7	The student is able to give oral reports clearly and accurately.	. . . can give an oral report or skit clearly and accurately about historical people or events.
4	The student is able to select and use appropriate audiovisual aids for communicating information to a group of people.	. . . uses appropriate audio visual aids when presenting reports.
7	The student is able to use appropriate communication skills and conventions of courtesy when consulting a resource person.	. . . asks questions that are relevant. . . . sits quietly and attentive during resource person's presentation. . . . writes thank you letters to speakers. . . . does not interrupt a resource speaker.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMACE OBJECTIVE
7	The student will develop the skills necessary for employment in the career area of his/her choice.	. . . refines basic communication skills. . . . discusses communication skills necessary for successful employment.

PROGRAM GOALS -LANGUAGE ARTS

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, or verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communications forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communications.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
t 5,8	The student knows a range of purposes for listening: for instructions, main ideas, supporting details, attitudes, hidden purposes, advertising techniques and entertainment.	The student . . . repeats limericks, tongue twisters, or sentences after listening to another person. . . . lists different purposes for listening. . . . indicates his/her purpose for listening. . . . can listen for one of the specific purposes listed and discuss the related points after listening.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
8	The student is able to focus attention on the person or group speaking.	The student . . . will not interrupt during presentation. . . . will stay in seat during presentation. . . . will sit quietly during presentation. . . . keeps eye contact with speaker. . . . does not talk to others around him/her during presentation.
8	The student is able to identify and adjust barriers of interference to listening as a step toward improving the process.	. . . voluntarily closes a door or window to shut out outside interference. . . . asks peers to stop talking if distracted. . . . voluntarily moves away from a distracting individual. . . . asks that something be repeated if it was not heard or understood. . . . asks questions to help clarify something not understood.
8	The student is able to follow oral directions.	. . . continues and/or completes projects initiated by oral instruction.
7,8	The student is able to state the information he/she hopes to gain in listeing to a particular speaker.	. . . prepares questions ahead of time for the resource speaker or for a field trip.
8	The student is able to follow the speaker's organization.	. . . states/writes main ideas presented by a speaker. . . . states/writes main ideas of a film/filmstrip. . . . identifies parts of a presentation. . . . states summary of a presentation. . . . answers questions after a presentation. . . . gives examples of details or illustration supporting the main points.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
7,8	The student is able to respond appropriately to speakers (e.g. ask questions, make contributions).	The student . . . asks questions that are relevant to the resource speaker's or field trip guide's topic.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize the significance of language, computational and reasoning development and the mastery of content knowledge as a means of achieving career goals.	. . . can relate skills learned in the classroom to those skills used by workers.
7	The student will develop educational and occupational competency before moving to the next state of preparation or entering an occupation in the career area of his/her choice.	. . . develops increasingly complex communication skills.
7	The student will develop the skills necessary for employment in the career area of his/her choice.	. . . refines basic communication skills.
8	The student will recognize the implications of working with and without supervision, independently and with others.	. . . demonstrates that he/she can function in either an individual or group task setting.

LITERATURE GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade Five

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.
2. The student responds to language in subjective, analytic, and evaluative ways.
3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.
5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.
11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

1. The student develops appropriate feelings toward self and others.
2. The student knows himself/herself and develops a personal value system.
7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.
8. The student develops social and communication skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student is able to support a subjective response (i.e. explain why the book was liked or disliked).	. . . states reasons for liking or disliking a book or story. . . . states reasons for liking or disliking a playground rule, or homeroom rule. . . . answers why or why not questions. . . . states reasons for liking an answer to a why or why not question.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2,3	The student is able to elaborate a response through imaginative speculation about "what might have been".	. . . answers "what might have been if" questions. . . . states several alternatives to "what might have been". . . . writes his/her own ending to a story/book before reading the ending.
1,2	The student knows he/she can gain access to the past either by reading works written during a particular period in history or by reading books about a period.	. . . locates and reads books related to U.S. History units. . . . listens attentively to books read orally. about a particular period in History.
2,3,11	The student is able to come to a deeper understanding of self and others through the empathetic and active reading of literature.	. . . accepts classmates who are different (i.e. handicapped, slow, migrant, poor) . . . relates personal experiences to a story read.
2,3	The student is able to be more sensitive to beauty and human feeling through reading and applying literature to his/her personal experience.	. . . relates personal experiences to a story read.
2,11	The student is able to expand the range of his/her emotional responses by empathizing with characters' feelings.	. . . relates personal experiences or feelings to a characters' feelings and/or emotional responses. . . . tell how he/she might have felt in characters' place.
2,11	The student is able to cope with conflicts by identifying with fictional characters in reading and learning from the fact that they share conflicts, characteristics, attitudes and needs.	. . . relates personal experiences to a characters conflicts, characteristics attitudes and needs.
2	The student is able to distinguish between fiction and non fiction works.	. . . uses non-fiction books as references for research or making reports. . . . can find either type of work in the school library without help.

(Indicators not complete)

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
2,5	The student is able to establish personal criteria for the selection of reading materials.	. . . checks out a book during library time. . . . tells reasons for choosing a book.
2	The student knows that a book title may function to suggest or to direct toward a main idea or theme, to arouse the reader's curiosity, to establish mood, or to give emphasis.	. . . analyzes book/story titles as to why he/she thinks title was chosen. . . . writes his/her original title for a published book/story. . . . writes a title to his/her original story.
2	The student knows that a plot is a series of events that tells a story.	. . . writes a summary to a story/book read.
2,3	The student knows that a biography/autobiography is the history of an individual's life.	. . . uses biographies as references for research or report making. . . . writes his/her autobiography. . . . writes a biography of a close friend or family member. . . . reads a biography/autobiography about a leader in American History.
2,3	The student knows that there is a wide variety of children's literature: fairy tales, fables, myths epics, ballads, legends, fanciful tales, realistic stories, historical fiction, animal stories, informational books, etc.	. . . chooses a wide variety of children's literature to read. . . . lists different types of books/stories.
2,3	The student values literature both for its unique qualities and for the cultural Heritage it Has preserved and disseminated.	
2,3,11	The student values his/her own response to literature.	
11	The student values imagination.	

L.A. PR. GOALS	COURSE GOALS	(Indicators not complete) SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
2,3	The student values the response of others to a literary text.	
2,3	The student values reading as diversion and relaxation.	
2,3	The student values children's literature for its diversity, its imaginativeness, and the delight it gives to readers of every age.	

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . develops increasingly complex communication skills. . . . reads various types of materials commensurate with their physical maturation and educational development.
7	The student will develop the skills necessary for employment in the career area of their choice.	. . . refines basic communication skills.
8	The student will recognize the implications of working with and without supervision, independently and with others.	. . . demonstrates that he/she can function in either an individual or group setting.
2	The student will understand, accept, and respect his/her own uniqueness as a result of learning, growth and maturation.	. . . states some aspects of how he/she relates to characters in a book. . . . states some aspects of how he/she relates to historical figures.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
2	The student will become aware that the values of other people influence his/her values.	. . . states how values of historical figures affected him/her. . . . give examples of values of fictional characters affecting the values of self.
1	The student will recognize individual differences in skills and abilities of others.	. . . can compare skills and abilities of historical figures with their occupations. . . . can compare skills and abilities of himself/herself to the skills and abilities of a historical character in a book read.

WRITING GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade Five

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

6. The student writes honestly, creatively, clearly, and legibly.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
6	The student is able to write reports according to specified criteria.	The student . . . completes a travel sheet for each of the five major areas of Washington. . . . completes reports about two different states according to the study guide. . . . completes a report about a military leader.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
7	The student is able to write a paragraph using a topic sentence which is supported and developed by the other sentences in the paragraph.	. . . can write a paragraph using a topic sentence which is supported by other sentences. . . . can indicate topic sentences in selected paragraphs. . . . can write supporting sentences for selected topic sentences.
6,7	The student knows that editing and proof-reading requires an examination of written work with different criteria regarding content and purpose, organization, unity and coherence, use of language, capitalization, spelling and preserving punctuation.	. . . can edit/proof-read selected works for the different purposes listed. . . . can list criteria for editing/proof-reading. . . . can evaluate, proof-read and edit the content of his/her report using selected criteria.
4	The student knows ways that interacting with another person (gathering feedback) aids the process of evaluating, proof-reading and editing his/her work.	. . . can work with a partner to proof-read or edit each other's work for a specific purpose.
6,7	The student is able to write in either first person or third person.	. . . can write stories using first person. . . . can write stories using third person.
6,8	The student is able to write dialogue that is acceptable as an adequate representation of natural speech.	. . . can write stories containing dialogue. . . . can write a short play or playlet.
6,7	The student is able to write simple narrations of class activities.	. . . writes a small group or committee report. . . . writes a narration of a science experiment. . . . writes a narration of a class discussion. . . . writes a narration of a film. . . . writes a narration of a resource speaker. . . . writes a narration of a field trip.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
6	The student is able to write a tall tale using a hero-type person with exaggerated characteristics of size, endurance, actions, speech, or importance.	. . . can write a tall-tale related to the study of Westward Expansion.
7	The student is able to write a social letter using heading, greeting, body, closing, signature and correct punctuation and capitalization.	. . . writes to a pen pal. . . . can write thank-you letters to resource speakers. . . . can write thank-you letters concerning field trips.
7	The student is able to improve legibility through appropriate paper, pencil, and body position.	. . . uses appropriate paper, pencil and body positions.
7	The student is able to analyze his/her own handwriting according to letter formation, slant, and spacing.	. . . analyzes his/her handwriting according to criteria and list ways of improving.
7	The student is able to use margins and headings appropriately.	. . . uses margins and headings appropriately on all written work.
7	The student is able to select and use a writing form (manuscript or cursive) appropriatd to his/her writing task.	. . . uses cursive writing for reports, letters and stories. . . . uses manuscript writing for charts, maps and posters.
1,7	The student is able to proofread his/her own writing to find words with omitted letters, letter reversals, improper endings, and questionable spellings, accuracy of punctuation and legibility.	. . . can proof-read selected written works using stated criteria. . . . can correct any errors as listed on criteria sheet.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
1,7	The student is able to use dictionaries with assistance to help him/her spell words correctly.	The student . . . uses a dictionary to check spelling.
7	The student is able to use appropriately the standard abbreviations for dates and time measurement.	. . . recognizes in his/her reading the standard abbreviations for dates and time. . . . uses the standard abbreviations for dates and time in his/her writing.
1,7	The student knows that the colon is used between the hour and the minutes when writing time.	. . . recognizes and uses the stated form for writing time. (9:00 a.m.).
1,7	The student knows that commas are used to separate items in a series.	. . . inserts commas in selected items in a series.
1,7	The student knows that an apostrophe and s are used to form the possessive of singular nouns.	. . . uses an apostrophe and s to form the possessive of singular nouns in selected sentences.
1,7	The student knows that for plural nouns ending in s only the apostrophe is added; for plural nouns not ending in s both the apostrophe and s are added.	. . . correctly writes the possessive of plural nouns in selected sentences.
7	The student knows that proper nouns are capitalized to signal the name of a specific person, place or thing.	. . . capitalizes only proper nouns in a selected list of nouns.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1,7	The student knows that a person's title or the abbreviation of the title should be capitalized if it precedes the person's name.	. . . capitalizes appropriate titles in any written work related to the law appreciation unit. (e.g. Deputy Wells, Officer Smith, Trooper Jones).
4,6	The student is able to spell words appropriate to fifth grade level.	. . . spells a word by applying a known spelling pattern. (e.g. the a in hat, ck for k in black, tch for ch in match). . . . states that the spelling of many words can be learned by applying a common but not a regular pattern (e.g. long e in peek or peak). . . . relates that the spelling of many words must be learned by sight or memory because the spelling is so unusual that it can hardly ever be transferred to another word with the same sound. (e.g. do, very, could, said)
4,6	The student knows how to study a word to learn to spell it correctly.	. . . can read the word aloud, listening for syllables. . . . can write the word. . . . can divide the word into components. . . . can underline the vowel spellings. . . . can look for unexpected spellings. . . . can write the word again.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize the significance of language, computational and reasoning development and the mastery of content knowledge as a means of achieving career goals.	The student . . . can compare skills learned in the classroom to those skills used by workers.
7	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . develops increasingly complex communication skills.
7	The student will develop the skills necessary for employment in the career area of his/her choice.	. . . refines basic communication skills.
8	The student will recognize the implications of working, with and without supervision, independently and with others.	. . . demonstrates that he/she can function in either an individual or group task setting. . . . can complete a research paper on an individual basis. . . . can participate in a group to write a report.

LANGUAGE GOALS

PROGRAM GOALS - LANGUAGE ARTS　　Grade Five

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, or associations and points of view.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

9. The student knows that language adppts to the needs of people through time.

11. The student knows that his/her experience in the world is given meaning and shape by his/her language.

PROGRAM GOALS - CAREER EDUCATION

2. The student knows himself/herself and develops a personal value system.

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communication skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
5,9,11	The student knows ways in which communication in society fosters cooperation.	The student . . . enters into discussions during committee work. . . . can list some examples of cooperation in classroom/home/school.
4	The student knows the elements of the communication process and their relationships: sender, receiver, message and medium.	. . . lists the elements of the communication process. . . . draws a diagram of elements of the communication process. . . . draws a picture showing the elements of the communication process.
1,8,9,11	The student values the human ability to receive and evaluate information.	. . . knows how to receive and evaluate information. . . . is willing to receive and evaluate information. . . . often chooses to receive and evaluate information.
11	The student values knowledge and skills which enable one to communicate with others.	
11	The student values ability to communicate with accuracy and openess.	. . . can distinguish between truth and untruth. . . . is usaally willing to express own feelings. . . . can relate playground or room incident with truthfullness and accuracy.
10,11	The student values nonverbal communication.	. . . responds to facial expressions of others. . . . uses gestures and/or pauses effectively.
1,8	The student knows that connotations may be used to alienate.	. . . avoids using derogatory terms in reference to people who are different from them.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
5,7,11	The student knows that a speaker ordinarily communicates in order to influence others "to affect with intent."	. . . can describe a main purpose for communicating.
1,7,8	The student knows ways in which language is used to manipulate people (e.g. advertising, government, salesmanship.)	. . . will use at least 3 of the 7 "Hints for Good Posters" in his/her poster advertising the candy sale. . . . will demonstrate at least 3 of the 5 steps of a sale in a role playing situation. . . . can give examples of when he/she has been manipulated by language either verbal or written.
1,7	The student knows the sounds symbolized by: single consonant letters, consonant digraphs, consonant blends, common inflectional graphemes, common phonograms, common affixes, single vowel letters and vowel letter combinations.	. . . can recognize and/or give the correct sounds for single letters or combination of letters as listed in isolation or in words.
1,7,8	The student is able to recognize singular and plural forms of nouns.	. . . uses appropriate singular or plural forms of a noun when speaking. . . . uses appropriate singular or plural forms of a noun when writing. . . . recognizes singular and plural forms of the same noun in [illegible] sentences.
1,7,8	The student is able to recognize in sentences nouns that have regular plural forms, irregular forms and identical singular and plural forms.	. . . locates nouns in sentences that have regular plural forms, irregular forms and identical singular and plural forms.
1,7,8	The student is able to distinguish the possessive noun from the basic noun form in both singular and plural words.	. . . writes sentences using the possessive form in both singular and plural words when appropriate. . . . can recognize the possessive singular and plural form of nouns in sentences.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
1,7,8	The student knows that the final consonant sound of the past tense of regular verbs is either "d" "ed" or "t".	. . . recognizes and pronounces correctly the past tense of regular verbs when the verb is a familiar word.
1,7,8	The student knows the characteristic noun suffixes: -age, -acy, -al, -arce, -ence, -ant, -ard, -dom, -er, -or, -ery, -hood, -ion, -tion, -ism, -ity, -ment, -ness, -ship, -ty, -ure.	. . . can recognize and pronounce correctly words using suffixes when the noun root is a familiar word.
1,7,8	The student knows the characteristic verb affixes: and prefixes: be-, en-, em-, re-, with-,; suffixes -- -ate, -im, -ify, -ia.	. . . can recognize and pronounce correctly words using verb affixes and prefixes when the verb root is a familiar word.
7	The student knows that common nouns name general persons, places or things.	. . . can find examples of common nouns in selected materials. . . . can categorize common nouns under the appropriate heading.
7	The student knows that proper nouns name particular persons, places or things.	. . . lists proper nouns under the appropriate heading. . . . can locate examples of proper nouns in selected materials.
7	The student knows that a pronoun can be substituted for a noun.	. . . substitutes the appropriate pronoun nouns in selected sentences.
7	The student knows that adjectives qualify and restrict nouns and pronouns.	. . . uses adjectives to clarify descriptions. (e.g. "red" car, "poor" me).

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student knows that subject and predicate are the two basic parts of a sentence.	. . . identifies the subject and predicate in selected sentences.
7	The student knows that the subject of a sentence consists of a noun or pronoun (who or what the sentence is about).	. . . indicated the noun of the subject in selected sentences.
7	The student knows that the predicate of a sentence consists of a verb phrase (what the subject did or what happened to it).	. . . can identify the verb of the predicate in selected sentences.
7	The student knows that manner adverbs indicate "how" place adverbs indicate "where", and time adverbs indicate "when".	. . . indicates how, where, and when adverbs in selected sentences. . . . finds examples of how, where, and when adverbs in his/her reading.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	. . . can relate skills learned in the classroom so those skills used by workers. . . . can list communication skills that are necessary in all careers.
7	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . develops increasingly complex communication skills.

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
7	The student will develop the skills necessary for employment in the career area of their choice.	. . . refines basic communication skills.
8	The student will recognize the implications of working with and without supervision, independently and with others.	. . . demonstrates that he/she can function in either an individual or a group task setting.
2	The student knows avocational pursuits related to language arts.	. . . can list at least five avocational pursuits related to language arts (e.g. community theatre, keeping a journal, etc)

READING GOALS

PROGRAM GOALS - LANGUAGE ARTS

Grade Five

1. The student comprehends the printed material needed to succeed in his/her educational, vocational, and social interests and inquiries.

2. The student responds to language in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

7. The student adapts his/her speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

PROGRAM GOALS - CAREER EDUCATION

4. The student perceives the relationship between education and life roles.

7. The student acquires and develops skills which are viewed as the ways in which man extends his/her behavior.

8. The student develops social and communications skills appropriate to career placement and adjustment.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to select and evaluate information in reading related to specific questions.	. . . can answer specific questions from his/her reading (e.g. "Which of the following statements indicate ..."). . . . uses appropriate information to complete a comparison sheet in social science.
8	The student is able to select and use appropriate sections of a book for various purposes.	. . . uses preface for preliminary survey of subject and intent of work, and authors background. . . . uses index to locate specific information. . . . uses table of contents to locate chapters that deal with specifics. . . . uses the glossary to clarify terms. . . . uses the bibliography for additional references. . . . uses the appendix for detailed documentation.
1	The student knows that homonyms are words which have the same pronunciation but different meanings.	. . . can circle, underline, write-in or name homonyms in selected sentences. . . . can state or write meanings for selected homonyms. . . . can use a dictionary to verify or find the meanings of selected homonyms.
1	The student is able to follow directions which have progressive degrees of complexity.	. . . demonstrates his/her ability to follow directions.
1	The student can follow from memory directions which were read.	. . . can complete an assisgnment accurately from directions that were read.
1,7	The student is able to construct an outline that accurately represents the content of presented material.	. . . completes an outline on the causes of the Civil War.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1,2	The student is able to interpret the techniques which advertisers use to create favorable attitudes toward their product and persuade customers to buy.	. . . can discuss selected advertisements and techniques used to create favorable attitudes (e.g. color, pictures, words.
1,8	The student is able to analyze advertisements in terms of the attitude they create toward a product.	. . . can discuss selected advertisements and state the attitude they created toward the product.
1	The student is able to use a dictionary for specific purposes.	. . . can identify entries that are not complete words. . . . can list more than one meaning for a word. . . . can locate the meaning most applicable to the context in which a word is to be used. . . . can chose the appropriate definition of a word to fit a particular context. . . . can identify the structure and meaning of a word. . . . can locate antonyms for selected words. . . . states that abbreviations are used to indicate a word's part of speech (e.g. N= noun, etc. . . . can locate the list of abbreviations used in specific dictionaries. . . . can locate words in a dictionary by utilizing guide words and alphabetical order. . . . uses a dictionary to divide selected words into syllables. . . . decodes words phonetically by using the pronunciation key. . . . uses phonetic spelling, diacritical marks, and accent marks to pronounce words as the dictionary editor has indicated.

L.A. PR. GOALS	COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE
		The student
1	The student is able to select and use appropriate reference works for a specific use.	. . . uses appropriate reference works to complete maps and reports, fact sheets, (e.g. atlas for maps, encyclopedia for reports, etc.)
1	The student is able to use bibliographies to locate information.	. . . uses a bibliography of Civil War library books to locate information needed to complete his/her report. . . . can use specific bibliographies to locate books that have reference to specific social studies units.
1	The student is able to use charts, maps, and graphs to locate specific information.	. . . can use appropriate maps to complete map worksheets.
1	The student is able to decode accurate information from imagerial representations.	. . . can answer questions (orally or written) about films, filmstrips related to U.S. Geography. . . . can answer questions about pictures in his/her social studies text.
1	The student is able to retrieve alphabetically-stored information and numerically stored information.	. . . can use indexes, table of contents, and card catalogue to locate information and books necessary to complete charts and reports, maps and fact sheets.
1	The student knows methods of categorizing information according to conventional classification schemes.	. . . can complete a time line worksheet on Westward Expansion.
2,3	The student values reading as a basic aid.	
2,3	The student values reading as a means of vicarious experience.	

C.E. PR. GOALS	CAREER EDUCATION COURSE GOALS	SAMPLE INDICATOR/PERFORMANCE OBJECTIVE The student
4	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.	. . . can match reading skills learned in the classroom to those skills used by a worker. . . . discusses, asks questions of resource persons as to how reading is used in their work.
7	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his/her choice.	. . . will show gain in reading level as determined by a standardized reading test (e.g. McCall Crabbs tests for comprehension, etc.)
7	The student will read various types of materials commensurate with their physical maturation and educational development.	. . . consistently reads material appropriate to his/her maturity and achievement.
7	The student will refine basic communication skills.	. . . completes assignments in the areas of reading, speaking and listening.
8	The student will demonstrate that he/she can function in either an individual or group task setting.	. . . works successfully either alone or in a group.

RESOURCES FOR TOTAL LANGUAGE ARTS PROGRAM

1. Periodicals:
    - Reading Teacher
    - Instructor
    - Teacher
    - The Big Apple

2. Textbooks:
    - Reading - SRA Multi-level
        - Houghton-Mifflin -multi-level

    - The Holt Basic Dictionary of American English
        - Holt, Rinehart & Winston
    - American Language Today Series - Purple Sand
        - McGraw Hill
    - Words and Patterns - Levels C,D & E
        - Spelling - SRA

3. Reference Books:
    - SPICE (Lang. Arts)
    - ANCHOR (Lang. Arts)
    - STAGE (Creative Dramatics)
    - Dictionary Studies
        - Educational Services, Inc.

    - Warp's Review - Workbooks - Language
        - Games Make Spelling Fun
    - Word Games - Reading Skills
        - Fearon Teacher Aid Books
    - Specific Skill Series
        - Barnett Loft

4. Instructor Curriculum Materials:

    - Reading Activities with the Tape Recorder
    - Practice in Library Skills # 151
        - Duplicating Masters
    - Improving Written Expression
    - Spotlight on Drama
        - OSPI

Reference Books:
- Creating Plays with Children
    - Scholastic Book Services
- Creative Teaching of Language Arts
- Creative Teaching of Reading and Literature
    - Allyn Bacon Series in Creative Teaching

- Improving the Reading Program, Schubert, D.
    - Wm. C. Brown Co. Publ.

- Spelling Extras
- Dictionary Skills
- Creative Writing-Newspaper
- Individual Occupations - Job Cards
- Individual Occupations - Intermedicate Job Cards.

    - Bellevue Public Schools
    - Bellevue, Washington
- Dictionary Skills - Duplicating Worksheets
- Dictionary Skills Chart Transparencies
    - Ideal Co.

Tapes:
- Listening with A Purpose -Coronet
- Sentence Sense - Tapes Unlimited
- Language Arts Series - Wollensak
- Innovation Cassette Library - SVE

Records: Newberry Award Record Series